

ANNUAL REPORT

**THE STATUS
OF
HIGHER EDUCATION
IN
TENNESSEE**

Including

The Sixth Annual Report on Progress toward
the Goals of Tennessee Challenge 2000 for
the State's Public Higher Education Institutions

and

The Third Annual Report on Contributions of
the State's Independent, Regionally Accredited
Higher Education Institutions

**Tennessee Higher Education Commission
Bryant Millsaps, Executive Director
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Table of Contents

Executive Summary	i
Introduction	iv
Goal A: Educational Attainment	1
Goal B: Quality and Performance	9
Goal C: Teacher Education	12
Goal D: Research and Public Service	13
Goal E: Faculty and Staff	14
Goal F: Resources	15
Appendices	21

Executive Summary

In 1989, the Tennessee Higher Education Commission established the *Tennessee Challenge 2000* annual report to demonstrate to the legislature and its constituency, the citizens of Tennessee, the commitment that the higher education community has to improved quality in higher education, its interest in fostering racial diversity and awareness, and its desire to be accountable to all the interested parties that surround and influence the course of higher education set in Tennessee. Although the goals found in this document were formally established in 1989, they grew out of the legislative benchmarks for higher education developed in 1984. The *Tennessee Challenge 2000* goals were not developed in a vacuum, but mirror goals that were established by the Southern Regional Education Board among its 15 member states.

The accountability measures found in Tennessee Challenge 2000 are numerous indeed. A summary of the progress made since 1990 on specific goals contained in the report can be found on the following page. It should be noted that on virtually all of the goals originally set back in 1989, there has been steady, regular improvement. In addition, the recent inclusion of Tennessee's independent, regionally accredited institutions has added a greater dimension and relevance to the information contained in the report.

Through this and other assessment activities, e.g., performance funding, Tennessee continues to lead the way in developing usable accountability measures of higher education outcomes. The following list reflects significant accomplishments for 1995.

During the past six years (1990-91 through 1995-96), the following progress and contributions have been made in Tennessee Higher Education:

Enrollment and Persistence

- ✧ Undergraduate enrollment in public institutions has increased by 9.5%.
- ✧ Undergraduate enrollment in independent institutions has grown by 6.7%.
- ✧ Over 90% of the total enrollment in public institutions are Tennessee citizens.
- ✧ Approximately 50% of the total enrollment in independent institutions are Tennessee citizens.
- ✧ Enrollment of female students has grown by 13.6% in public institutions.
- ✧ Enrollment of African-Americans has increased to 15.1% of total public enrollment.
- ✧ Enrollment of African-American students in undergraduate programs in public institutions has risen to 15.8% and are very near population levels of the state.
- ✧ Transfer rates of students who graduate from public two-year institutions into public universities have remained steady at almost 50% of graduates.
- ✧ Transfer rates of African-American students who graduate from public two-year institutions into public universities have increased to 42%.
- ✧ Transfers from two-year public institutions to independent colleges and universities increased 15% between 1991-92 and 1994-95.
- ✧ Graduate and professional school enrollment in public institutions has grown by 15.7%.
- ✧ Graduate and professional school enrollment in independent institutions has grown by 23.2%.
- ✧ The percentage of students needing any remedial or developmental coursework in all public institutions continues a steady decline. This percentage was 55.1% in 1993, 53.4% in 1994, and 51.7% in 1995.
- ✧ The need for significant remedial or developmental coursework (that is, more than one course) by entering college freshmen in public universities has declined to 27.9%. That represents a decrease of 1.4% from 1994 and a decrease of 8.2% from 1993.
- ✧ Only 1.9% of entering freshmen in public universities who were recent high school graduates (freshmen 18 years of age or younger) took any remedial level coursework in Fall 1995.
- ✧ Persistence-to-graduation rates at public universities have risen to 46.1% and are at national averages for public institutions.
- ✧ Persistence-to-graduation rates at public universities of African-Americans have increased to 32%; a 4.2% increase over the 1986 cohort.
- ✧ Persistence-to-graduation rates at two-year public institutions have declined slightly to 25.3%.
- ✧ Persistence-to-graduation rates of African-Americans at two year institutions have increased to 12.9%; a 2.9% increase over the 1986 cohort.
- ✧ Persistence-to-graduation rates at independent institutions are 51.6% and at national averages for similar institutions.

During the past six years (1990-91 through 1995-96), the following progress and contributions have been made in Tennessee Higher Education:

Quality and Performance

- ✧ ACT and College Base average scores of Tennessee institutions continue to exceed the national norms for such tests.
- ✧ Scores on licensure examinations remain at or above national averages.
- ✧ Approximately 90% of accreditable programs at public universities are accredited by recognized accreditation bodies.
- ✧ All accreditable programs at public two-year institutions are accredited by recognized accreditation bodies.
- ✧ Placement rates of vocational graduates at technology centers in 1994-95 are 93%; at two-year institutions placement rates are 92%.
- ✧ Since 1992-93, expenditures on books have increased by 14.6%; 449,953 volumes have been added to Tennessee public institutions.

Teacher Education

- ✧ There has been a 46.3% increase in African-American graduates from teacher education programs at public institutions.
- ✧ There has been a 29.7% increase in African-American graduates from teacher education programs at independent institutions.
- ✧ Approximately 37.5% of teacher education program completers were graduates of independent institutions in 1994-95.
- ✧ Approximately 95% of students at public and independent institutions passed the National Teacher Education examination in 1993-94.

Research and Public Service

- ✧ Since 1991-92, actual research expenditures at public institutions have risen by 14.2%; public service expenditures by 36.2%.
- ✧ At independent institutions, research expenditures have risen by 20.8% since 1991-92; public service expenditures by 38.5%.

Student Assistance

- ✧ The average Tennessee Student Assistance Award at public universities was \$753; the number of awards declined to 52.2% of total awards.
- ✧ For independent institutions, the average award received was \$1,986; the number of awards declined to 16.4% of total awards.
- ✧ Within the Teacher Loan/Scholarship Program, 28% of the 1994-95 recipients were enrolled at independent institutions.
- ✧ Over \$6.2 million has been spent during the past three years for students served through the Contract Education Program.

Introduction

Tennessee Challenge 2000

Responding to an Act of the General Assembly in 1989, the Tennessee Higher Education Commission developed goals for public higher education in the state for the final decade of the 20th century. The Commission determined that an annual report, titled *Tennessee Challenge 2000*, would be made to the Legislature of progress toward those goals. In the Second Session of the 97th General Assembly, an act was passed (Public Chapter 739) which expanded the *Tennessee Challenge 2000* report. Incorporated in this publication is the sixth annual report on progress toward the goals of *Tennessee Challenge 2000*.

Report on the Contributions of Independent Higher Education

In 1993, an Act of the General Assembly directed the Commission to produce a triennial study of Tennessee's independent degree-granting colleges and universities which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The purpose of the study is to provide information to the Tennessee Higher Education Commission to assist it in incorporating the contributions of these independent higher education institutions into its statewide Master Planning efforts.

A Combined Report

After evaluation of the Act, and after discussions with representatives of the Tennessee Independent Colleges and Universities, Commission staff determined that the results of the study could be most effectively incorporated into the annual *Tennessee Challenge 2000* report. Commission staff have recommended that, although the studies will focus on a three-year cycle of research and assessment, the results should be reported annually. This will allow a continuous and uninterrupted flow of information to the Legislature, Administration, and public of the State of Tennessee concerning the accomplishments of both of these components of higher education in the state. In future reports, information relating to other sectors of postsecondary education in the state will be incorporated into the annual report.

It should be noted that data for public institutions referred to in these reports are drawn from the state's higher education data system and is carefully edited and audited. Financial data are drawn from records of the Commission and the Department of Finance and Administration. Information for independent colleges comes from several sources, including the Tennessee Independent Colleges and Universities and surveys of self-reported data. Other information is drawn from IPEDS (Integrated Postsecondary Education Data Systems) information collected by the U.S. Department of Education.

Goal A: By the year 2000, Tennessee will be among the leading Southern states in providing college education to its citizens.

Benchmarks:

- 1. By the year 2000, the combined headcount undergraduate enrollment of public higher education institutions in Tennessee will be over 206,000 students.**

Figure 1: Undergraduate Enrollment

	1990	1991	1992	1993	1994	1995	% Change 1990-1995
Public	154,959	163,882	170,409	171,170	168,366	169,745	9.54%
Independent	37,518	38,308	38,250	38,979	39,748	40,050	6.75%
Total	192,477	202,190	208,659	210,149	208,114	209,795	9.00%

Figure 1 presents the overall trend of undergraduate enrollment in public and independent higher education in Tennessee since 1990. These data do not include Tennessee Technology Centers enrollment which is addressed in another section of this report. Undergraduate enrollment since 1990 has increased over 9.5% at public institutions and over 6.7% at independent institutions.

Figure 2: Enrollment of Tennessee Students

	% of 1990 Total		% of 1991 Total		% of 1992 Total		% of 1993 Total		% of 1994 Total		% of 1995 Total	
Public	157,015	87.54%	165,501	87.91%	172,316	88.39%	174,316	88.07%	172,035	87.79%	174,099	87.79%
Independent	22,340	12.46%	22,764	12.09%	22,643	11.61%	23,613	11.93%	23,936	12.21%	24,214	12.21%
Total	179,355		188,265		194,959		197,929		195,971		198,313	

Figure 2 reveals the distribution of Tennessee students between public and independent institutions in the state. These figures include graduate and undergraduate enrollments. The percentage of Tennesseans enrolled in public institutions increased from 87.5% in Fall 1990 to 87.7% in Fall 1995 of total enrollment in the state. Of 48,597 students enrolled in independent institutions in Fall 1995, 24,214 (49.8%) were Tennessee residents. The percentage of Tennesseans enrolled in independent institutions has remained around 50% throughout this period. Of 192,259 students enrolled in public institutions in Fall 1995, 174,099 (90.5%) were Tennessee residents.

Figure 3: Undergraduate Enrollment by Institution Type

Type	% of 1990 Total		% of 1991 Total		% of 1992 Total		% of 1993 Total		% of 1994 Total		% of 1995 Total		% Change 1990- 1995
Public Universities	90,492	47.01%	92,567	45.78%	94,262	45.18%	93,749	44.61%	91,784	44.10%	92,528	44.10%	2.25%
Two-Year	64,467	33.49%	71,315	35.27%	76,147	36.49%	77,421	36.84%	76,582	36.80%	77,217	36.81%	19.78%
Independent	37,518	19.49%	38,308	18.95%	38,250	18.33%	38,979	18.55%	39,748	19.10%	40,050	19.09%	6.75%
Totals	192,477		202,190		208,659		210,149		208,114		209,795		9.00%

Figure 3 depicts the shift in enrollment between public universities and two-year institutions which has occurred since 1990. Enrollment at public two-year institutions has increased almost 20% while enrollment at public universities has only increased slightly. At independent institutions, undergraduate enrollment has increased over 6.7%. Total undergraduate enrollment has increased 9% since 1990.

Figure 4: Undergraduate Enrollment by Gender for Public Institutions

Gender	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total	1995	% of Total	% Change 1990-1995
Female	84,945	54.82%	90,588	55.28%	95,505	56.04%	96,150	56.17%	95,461	56.70%	96,482	56.84%	13.58%
Male	70,014	45.18%	73,294	44.72%	74,904	43.96%	75,020	43.83%	72,905	43.30%	73,263	43.16%	4.64%

Following a national trend, the rate of enrollment of female students in public undergraduate institutions has increased at a faster rate than that of male students. This trend is seen in Figure 4. Female enrollment since 1990 has increased at three times the rate of male student enrollment. In 1995, enrollment of female students has increased to 56.8% of the students in Tennessee public higher education institutions. The enrollment of male undergraduate students has increased only 4.6% since 1990.

Figure 5: Total Enrollment by Gender for Independent Institutions

Gender	1990*	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total	1995	% of Total	% Change 1990-1995
Female	24,308	54.68%	24,508	54.18%	24,714	54.67%	25,148	54.21%	26,207	54.91%	26,740	55.02%	10.00%
Male	20,146	45.32%	20,725	45.82%	20,488	45.33%	21,244	45.79%	21,520	45.09%	21,875	44.98%	8.49%

* An institution did not report gender data in this year, % of total based on available gender data.

The same phenomenon has not been reflected in Tennessee's independent colleges. Increases in total enrollment of male and female students have been very similar between 1990 and 1995 as can be seen in Figure 5.

A complete listing of enrollments in Tennessee public and independent higher education institutions in Fall 1995 can be found in Appendix A. A table depicting the trend in enrollments during the past ten-years may be found in Appendix B.

2. By the year 2000, 50% of recent high school graduates will enroll in public higher education institutions in Tennessee.

One important means of improving the level of education of Tennessee's citizens is to encourage more high school graduates to attend college. Figure 6 indicates trends over the past three years in the enrollment of recent high school graduates.

The statistics found in Figure 6 are derived through indirect statistical methods. The figures are rough estimates since we do not yet have an exact means of tracing Tennessee high school graduates into college enrollment. Instead, the number of Tennessee residents under the age of 19 is compared with the previous year's number of high school graduates at public institutions. At independent institutions, the number of first-time, full-time freshmen that are Tennessee residents are also compared to the previous year's high school graduates. The number of high school graduates does not include graduates of independent secondary schools and makes no adjustment for those students who enroll in out-of-state institutions. It is projected that, toward the end of the decade, administrative tracking systems being developed by the Tennessee Department of Education will allow improved linkage with the Student Information System of the Tennessee Higher Education Commission. Estimates in past years by the Department of Education suggest that around half of Tennessee's high school graduates enroll in a college in the fall term following their graduation. Tennessee Higher Education Commission staff estimate that 5% to 10% of these students enroll in out-of-state institutions. It is not known how many others enroll in any college in later years. This number is not inconsiderable since today's high school graduates may work for several years before pursuing further education.

While the percentages in Figure 6 are only estimates, they are adequate to establish a trend. It is estimated that 42% of 1994-95 Tennessee high school graduates matriculate at public institutions and about 10% go on to attend independent institutions in the state. The percentage of high school

graduates who attend a Tennessee higher education institution has increased to almost 52% of recent high school graduates.

Figure 6: Enrollment of Recent H.S. Graduates in Tennessee Public Colleges

	1991-92 H.S. Grads	Fall 92 Enrollees	1992-93 H.S. Grads	Fall 93 Enrollees	1993-94 H.S. Grads	Fall 94 Enrollees	1994-95 H.S. Grads	Fall 95 Enrollees
Number	42,678		42,003		42,334		43,308	
Public *		17,507		17,413		17,181		18,337
Percent Public		41.02%		41.46%		40.58%		42.34%
Independent **		3,667		3,957		3,791		4,162
Percent Indep.		8.59%		9.42%		8.95%		9.61%
Total Percent		49.61%		50.88%		49.53%		51.95%

* Includes first-time freshmen with a Tennessee permanent address who are age 19 or younger.

** Includes all first-time, full-time freshmen with a Tennessee permanent address.

- By the year 2000, graduate and professional enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.

Graduate and professional school enrollment in Tennessee's public institutions, as shown in Figure 7, has increased by more than 15% since 1990. Graduate and professional school enrollment has grown by 23.2% at independent colleges and universities. Over 27% of Tennessee's graduate and professional school enrollment is at independent institutions. Appendix C of this report gives a listing by academic area of enrollments in public graduate and professional schools.

Figure 7: Graduate & Professional School Enrollment

	1990	1991	1992	1993	1994	1995	% Change 1990-1995
Public	19,457	19,936	20,983	22,172	22,472	22,514	15.71%
Independent	6,936	6,925	7,108	7,413	7,979	8,547	23.23%

- By the year 2000, headcount enrollment in the technology centers will reach 24,000¹ students per year.

As revealed in Figure 8, both headcount and FTE enrollments in Tennessee Technology Centers have continued to decline. This decline in enrollment continues to be of concern to the Commission since the programs offered in the technology centers provide critical skills to Tennessee citizens and these skills will prove vital to the economic viability of the state as it moves into the next decade. This declining enrollment trend can be partially explained by an improved economy. As the economy improves, total enrollment tends to decline; as students are attracted back into the job market. One would expect that the proposed improvements in facilities and equipment for the technology centers should increase their ability to attract students.

Figure 8: Technology Center Enrollment

	1991-92	1992-93	1993-94	1994-95	% Change 1992-1995
Headcount	30,930	30,970	29,668	29,215	-5.54%
FTE	5,929	5,676	5,506	5,259	-11.30%

- By the year 2000, enrollment of students over the age of 25 in public universities and colleges in Tennessee will increase to 50%.

¹ In the original *Tennessee Challenge 2000 goals*, the figure of 24,000 was projected as the average enrollment over four quarters. A more accurate gauge of technology center enrollment has been developed, a total unduplicated headcount of an entire year's enrollment. Based on this change, the goal has been changed to 35,000 students by the year 2000.

Figure 9: Undergraduate Enrollment by Age Group for Public Institutions

Age Group	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total	1995	% of Total	% Change 1990-1995
Under 25	98,357	63.47%	102,695	62.66%	105,148	61.70%	110,450	64.53%	103,305	61.36%	103,559	61.00%	5.29%
25 to 30	22,837	14.74%	24,615	15.02%	26,045	15.28%	23,313	13.62%	25,849	15.35%	26,442	15.58%	15.79%
31 to 45	28,280	18.25%	30,733	18.75%	32,697	19.19%	31,526	18.42%	32,032	19.03%	31,636	18.64%	11.87%
Over 45	5,482	3.54%	5,837	3.56%	6,519	3.83%	5,881	3.44%	7,165	4.26%	8,108	4.78%	47.90%

Enrollment patterns in the various age groups fluctuate from year to year. Currently, approximately 39% of college students are 25 years of age and older. These enrollment patterns are controlled by various factors, not the least of which is economic climate. In times of recession, citizens in the 20 to 30 year age group are most often affected by fluctuations in employment opportunities. When the economy moves out of a recessionary period, it is this group which first returns to the work force. The master plan for Tennessee higher education, *Higher Education Serving Tennesseans*, identified the student aged 25 to 45 as a key element in preparing Tennessee with skills necessary for a healthy economy. Serving this age group continues to be a high priority for public higher education. Figure 9 depicts enrollment trends in four age groups from 1990 through 1995. Of particular interest is the increase in the participation of students aged 25 to 45 at public institutions since 1990.

Enrollment patterns for independent colleges tend to give slightly more emphasis to traditional college-age (18 to 25) groups. Approximately 75% of enrollment in independent colleges and universities in the state is under the age of 26. Figure 10 shows enrollment by age group in independent institutions since Fall 1993. A not reported category is included because some age information was not reported in 1993. Due to the large number of not reported responses in 1993, caution should be used in comparing percentages from 1993 to subsequent years.

Figure 10: Enrollment by Age for Independent Institutions

Age Group	1993	% of Total	1994	% of Total	1995	% of Total
Under 26	31,689	68.31%	35,872	75.16%	36,239	74.57%
26 to 29	3,297	7.11%	3,600	7.54%	3,801	7.82%
30 to 45	5,189	11.19%	6,328	13.26%	6,401	13.17%
46 and over	1,547	3.33%	1,598	3.35%	1,599	3.29%
Not Reported	4,670	10.07%	329	0.69%	557	1.15%

- 6. By the year 2000, public universities in Tennessee will graduate at least 51% of students within six years of enrollment.**

Benchmark 6 and 7 both address persistence-to-graduation data and the reports on both are combined following Benchmark 7.

- 7. By the year 2000, two-year institutions in Tennessee will graduate at least 25%² of students within three years of enrollment.**

Commission staff have done considerable research into methods of calculating persistence-to-graduation statistics for Tennessee's public institutions. In developing the statistics for this part of the report, a cohort is identified as all students enrolling as first-time, full-time, degree-seeking students in a particular Fall term. Graduation records for all state institutions are compared with the cohort for a six-year period. Any record of a successful completion is found and credited to the institutions which initially enrolled that student. Some examples: A student enrolling at a university or two-year institution who completes a degree at that institution is counted as a successful completion. A student enrolling at a two-year institution who transfers to a university and later receives a degree there is counted as a successful completion.

² Due to the change in methodology of calculating two-year college completion rates, explained in the body of the report, this goal has been reset to 35% of students within six years of enrollment.

Formerly, calculation of persistence-to-graduation statistics for two-year institutions were traced only for a three-year period. This three year span is reasonable for students who enter college relatively well prepared and who are able to attend full time. However, most students in Tennessee public two-year institutions are employed and only able to attend college on a part-time basis. Over 70% of students who ultimately graduate from such schools begin as part-time students. In addition, increased admissions requirements at universities and open-door admissions policies at two-year institutions have resulted in more students enrolling at two-year institutions who need moderate or extensive remedial or developmental coursework to prepare them for college-level work. Because of these factors, the methodology of calculating two-year college completion rates has been altered to allow for tracking students over six years after initial matriculation. It must be recognized that completion statistics are, at best, estimates of the actual rates. Large numbers of students are not included in the cohort which is traced to completion. Those ignored by current calculations include any student who first enrolls as a part-time student or any student who begins at an independent institution or an out-of-state institution and who transfers to a Tennessee public institution.

Figure 11 depicts completion statistics for public universities and two-year institutions for the past four cohorts and the most recent statistics for independent institutions. Readers will note that the cohort persistence rate has increased over 3.1% at public universities. However, there was a slight decline in the cohort persistence rate at two year institutions with the 1989 cohort. It is likely that these increases are due to the more stringent admissions standards at universities, more rigorous high school completion requirements, and the increased success of developmental programs in all the public institutions. Great care must be taken in interpreting graduation statistics. It has been suggested that the reverse of these statistics can be regarded as a "drop-out" rate. That is not the case since graduation statistics are very limited in that they trace a particular cohort of students (full-time, first-time, degree-seeking) and trace them to completion. The statistics do not reflect other successful completions and/or transfers. Completion rates for independent institutions, as shown in Figure 11, are virtually the same as in previous years, and compare favorably with national averages for such institutions. Much research has been done on factors which affect persistence-to-graduation rates. Among the most important factors are selectivity of admissions criteria, residence status of students, accessibility of faculty by students, and increased involvement of students in campus activities. Figure 12 shows completion rates at the state's technology centers. There has been a steady increase in these center's persistence rates. Appendix D presents detailed information by race for public universities and communities colleges.

Figure 11: Persistence to Graduation (Percent)

	1986-92	1987-93	1988-94	1989-95
Public Universities	42.92%	43.28%	44.53%	46.06%
Public Two-Year Institutions	25.21%	26.87%	26.34%	25.34%
Independent Institutions	--	52.30%	51.30%	51.65%

Figure 12: Persistence at Technology Centers

	1991-92	1992-93	1993-94	1994-95
Number	4,930	4,798	4,751	4,793
Percent	52%	54%	55%	58%

Much research has been done to determine factors which influence graduation rates and one which seems to bear very strongly on these rates is an institution's ability to retain students from their initial enrollment as freshmen into their sophomore year. Most students who fail to graduate drop-out during the first year of college. Some of these students will return at a later date and these students are often successful at that stage. Figure 13 tracks student retention in Tennessee by identifying all full-time, first-time freshmen in Fall 1994 and identifying how many of that cohort were still enrolled in college in Fall 1995.

Figure 13: Retention from Freshman to Sophomore Year

	Freshmen Fall '94	Return Fall '95	Percentage
Public Two-Year	8,931	5,346	59.86%
Public Universities	12,432	9,763	78.53%
Totals	21,363	15,109	70.72%

Figures 14 and 15 present the numbers of graduates in public and independent colleges in the state. Figure 14 includes the most recent graduation data for public institutions, 1994-95.

Figure 14: Degrees and Other Awards from Public Institutions, 1994-95

	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Universities	58	488	13,208	704	4,366	130	452	19,406
Two-Year Schools	1,025	5,170	--	--	--	--	--	6,195
Total	1,083	5,658	13,208	704	4,366	130	452	25,601

Appendices E, F, and G give detailed listing of awards by discipline area in state universities, two-year institutions, and technology centers.

Figure 15 includes the most recently available year for independent institutions, 1992-93. Although it is impossible to

Figure 15: Degrees and Other Awards from Independent Institutions, 1992-93

	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Total	660	6,953	633	1,391	--	243	9,880

make exact comparisons for statistics of different years, it is important to note that independent colleges and universities in the state produce a number of professional degrees. These awards include professional degrees in Theology which are not available at public institutions. Independent institutions accounted for 11% of associate degrees, 34% of bachelors degrees, 50% of professional degrees, 28% of masters degrees, 35% of doctoral degrees and 28% of all degrees awarded in 1992-93.

8. **By the year 2000, 75% of students completing university parallel degree programs at public community colleges will enroll in baccalaureate degree programs at state universities.**

Figure 16: Transfers of Community College University Parallel Majors

	1991-92 Graduates	Transfers Fall 92	1992-93 Graduates	Transfers Fall 93	1993-94 Graduates	Transfers Fall 94	1994-95 Graduates	Transfers Fall 95
Number	1,346	679	1,440	710	1,616	776	1,817	893
Percent		50.45%		49.31%		48.02%		49.15%

Figure 16 provides a view of the most recent data on the immediate transfer of community college graduates into the state universities. The state's twelve community colleges offer Associate of Arts and Science degrees which are intended to prepare students for transfer into university level study. These are called university parallel programs. The tracking method currently in use to measure the success of these programs follows all two-year college graduates and identifies those who enroll at a state university during the fall term following their graduation. It must be recognized that a percentage of students in university parallel programs do not immediately enroll at a university following their graduation from a two-year college. Another complicating factor is that some students who graduate from applied science degree programs may decide after graduation that they wish to pursue a baccalaureate degree program. Another fact to be considered is that some students transfer without completing the two-year college program and receiving an associate degree. As shown in Figure 16, there was just over a 1% increase in the number of students who took advantage of the university parallel program in 1994-95.

The present generation of college students is far more mobile than were previous generations. It is not unusual for a student to attend two or more institutions before receiving a degree. The pattern of transfers is often pictured as occurring in only one direction, from

Figure 17: Transfers to Public Universities

	1992	1993	1994	1995
From Public 2-year Institutions	3,074	3,463	3,390	3,597
From other Public Universities	1,296	1,361	1,302	1,746
From Independent Institutions	984	776	766	768
From Out-of-State Institutions	3,486	3,648	3,729	3,383
Totals	8,840	9,248	9,187	9,494

two-year institutions to universities. However, it is increasingly common for students to transfer from a university to a two-year institution, often transferring back to the originating university or another institution at a later date. There are also other patterns of transfer involving transfers between universities, transfers between two-year institutions, transfers between public and independent colleges, and out-of-state transfers. In any given fall term, between 10% and 15% of students who enroll in a Tennessee public institution were enrolled in another institution the previous year. Figure 17 shows the

patterns of transfers to the state's public universities. For 1995, 8.2% of the total enrollment at public universities are transfer students.

Figure 18 shows the patterns of transfers to public two-year institutions. Transfer students make up 8.6% of total enrollment. It is also significant that, in relation to total enrollment, almost as many students transfer from a university to a two-year institution as from a two-year institution to a university. Both types of institutions accept a number of out-of-state transfer students each year. In all public institutions, out-of-state transfer students make up just over 3% of the total enrollment.

Figure 18: Transfers to Public Two-Year Institutions

	1992	1993	1994	1995
From Public Universities	2,286	2,780	2,473	2,166
From other 2-year institutions	930	1,207	1,151	1,315
From Independent Institutions	661	769	723	648
From Out-of-State Institutions	2,346	2,830	2,432	2,526
Totals	6,223	7,586	6,779	6,655

There is also considerable transfer activity between the independent sector and public two-year institutions. Figure 19 shows that activity since 1991-92. In this period, transfers from two-year public institutions to independent institutions increased 15%. Transfers from independent to two-year public institutions decreased during the same time period. Appendices H and I provide more detailed information on the transfer activity in this section of the report.

Figure 19: Transfers Between Independent Colleges and Universities and Public Two-Year Institutions

	1991-92	1992-93	1993-94	1994-95
From Independent to 2-year	661	769	723	648
From 2-year to Independent	1,242	1,360	1,419	1,428

- 9. By the year 2000, the racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.**

Figure 20: Undergraduate Enrollment by Race for Public Institutions

Race	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total	1995	% of Total
Black	21,881	14.12%	24,280	14.82%	25,936	15.22%	26,498	15.48%	26,646	15.83%	26,887	15.84%
White	129,400	83.51%	135,536	82.70%	139,884	82.09%	139,873	81.72%	136,779	81.24%	136,264	80.27%
Other	3,678	2.37%	4,066	2.48%	4,588	2.69%	4,799	2.80%	4,941	2.93%	6,594	3.88%

* Includes Asian, American Indian, Hispanic, foreign-born and students who did not report a race.

Enrollment of African-American citizens of Tennessee in public institutions continues to increase. In 1995, there were 26,887 African-Americans enrolled as undergraduates and 2,197 enrolled as graduate or professional students. Figure 20 shows the undergraduate enrollment patterns by race since 1990. It can be seen that the percentage of African-American undergraduate students has risen from 14.1% in 1990 to over 15.8% in Fall of 1995. During that same period, the enrollment of White students has declined slightly, from 83.5% to 80.3%.

Figure 21: Graduate & Professional School Enrollment by Race for Public Institutions

Race	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total	1995	% of Total
Black	1,560	8.02%	1,589	7.97%	1,751	8.34%	1,926	8.69%	2,117	9.42%	2,197	9.76%
White	16,460	84.60%	16,734	83.94%	17,556	83.67%	18,442	83.18%	18,571	82.64%	18,499	82.17%
Other	1,437	7.39%	1,613	8.09%	1,676	7.99%	1,804	8.14%	1,784	7.94%	1,818	8.07%

* Includes Asian, American Indian, Hispanic, foreign-born and students who did not report a race.

Figure 21 indicates the growth in graduate and professional school enrollment since 1990 by race at public institutions. Enrollment of African-American students in these schools has increased from 8.0% to 9.8% of enrollment. Enrollment of White students has declined slightly, from 84.6% to 82.2%. Other race enrollment (primarily Asian and Hispanic) has remained relatively steady at public institutions; less

than 4% of undergraduate and around 8% of graduate and professional enrollment. Appendix J contains an analysis of African-American enrollment in public institutions since 1990.

Figure 22: Total Enrollment by Race for Independent Institutions

Race	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total	1995	% of Total
Black	6,668	14.89%	6,607	14.61%	6,507	14.40%	6,736	14.52%	6,701	14.04%	6,434	13.24%
White	35,120	78.40%	35,663	78.87%	35,398	78.31%	36,163	77.95%	36,959	77.44%	37,630	77.43%
Other*	3,007	6.71%	2,945	6.51%	3,297	7.29%	3,493	7.53%	4,067	8.52%	4,533	9.33%

* Includes Asian, American Indian, Hispanic, foreign-born and students who did not report a race.

Enrollment of African-American students in the independent sector is comparable to that of public institutions. Over 13% of total enrollment in independent institutions is African-American. A fairly high proportion of that enrollment is in five historically Black institutions. Figure 22 shows a history of enrollment by race in independent institutions since 1990.

Enrollment of African-American students in the technology centers, as shown in Figure 23, has increased after three straight years of decline. There has been an overall decrease in enrollment in these institutions of over 5% since 1992, and African-American enrollment has increased by over 2% during that same period.

Figure 23: Technology Center Enrollment by Race

	1992	1993	1994	1995	% Change 1992-1995
Black	3,155	3,139	3,091	3,231	2.4%
White	27,448	27,446	26,154	25,564	-6.86%
Other	327	385	423	420	28.44%

10. By the year 2000, rates of persistence to graduation will be the same for Blacks as for other racial groups.

The change in methodology for calculating persistence statistics (as detailed under Goal A, Benchmarks 6 and 7) has revealed an increase in persistence rates for African-American students at the universities and two-year college levels. Figure 24 shows that the university persistence rate for African-American students has increased 4.2% since the 1986 cohort. At two year institutions, a 2.9% increase in African-American students persistence occurred.

Figure 24: Persistence to Graduation by Race (Public Institutions)

		1986-92	1987-93	1988-94	1989-95	% Change
Universities	Black	27.80%	30.47%	31.42%	31.97%	4.17%
	White	45.96%	45.61%	47.39%	48.99%	3.03%
		1986-92	1987-93	1988-94	1989-95	% Change
Two Year	Black	9.96%	13.22%	13.74%	12.90%	2.94%
	White	29.00%	30.00%	29.09%	28.08%	-0.92%

Goal B: By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.

Benchmarks:

1. By the year 2000, the average ACT COMP scores of graduates of Tennessee's public universities will average 188.5.

Figure 25: General Education Outcomes Averages

		1984- 86	1986- 88	1988- 90	1990- 92	1993	1994	1995
ACT COMP	Tennessee	185.4	185.4	184.7	182.2	181.8	183.1	181.6
	Norm Group	185.2	185.2	184.6	183.1	180.1	180.1	180.1
COLLEGE BASE	Tennessee	--	--	--	--	306.4	308.0	310.3
	Norm Group	--	--	--	--	304.7	300.0	304.0

Figure 25 is a chart that shows the general education outcome scores. ACT COMP (American College Testing College Outcomes Measures Program) scores from 1984 to 1995 are shown and the College Base test results. The 1992-93 academic year was the beginning of a new cycle of Performance Funding. As a part of the revised standards for Performance Funding, institutions were allowed to choose whether they would continue to use the ACT COMP as a measure of general education outcomes or would change to either of two other nationally standardized tests. Approximately half of the universities and half of the two-year institutions chose to continue the ACT COMP and the others chose to use the College Base test that is published by Riverside Publishing Company. The most important fact to be gleaned from the chart is that, after two years in which Tennessee graduates slipped slightly below national norms on the ACT COMP, they are again above the national norm. What appears to be a drop in the national norm in 1993 is actually a result of the shifting norm group with which Tennessee is compared. It appears that a similar shift in normative data occurred in the College Base for 1994. Several of the institutions that chose to use the College Base Examination were among those with the highest admission standards. This reduced the norm group scores for the state for those institutions who chose to remain with the ACT COMP Examination. Appendix K provides scores for each institution on the ACT COMP or College Base scores for the past three years. It should be noted that the average Tennessee ACT COMP score has declined slightly in 1995. However, Tennessee institutions continue to be above the norm on the ACT COMP and College Base in 1995.

Additional reports that are related to this goal are presented in the appendices. They are:

Appendix L - A report of the percentages of students accepted into institutions from those who applied for admission and percentages of students enrolling who were regularly admitted as well as those admitted under alternative methods. In Fall 1995, Tennessee's public universities accepted a slightly higher percentage of students from those who applied for admission than they did in 1994. In Fall 1994, 23,041 (71.6%) were accepted from the 32,193 who applied. In Fall 1995, 24,939 (69.5%) were accepted from the 35,873 who applied for admission. Alternative admissions were slightly higher compared to 1994. In Fall 1994, 1,148 students (5.0%) were accepted through alternative means. In Fall 1995, 1,420 (5.7%) were accepted through this method.

Appendix M - Average entering ACT scores for each institution. These scores are taken from ACT reports and reflect the average entering score for all students who took the ACT Examination and who were accepted by the institution in Fall 1995.

Appendix N - Numbers and percentages of students enrolled in remedial and developmental courses. Reports on remedial and developmental coursework can sometimes be subject to misinterpretation since they do not separate the student who merely needs one course, perhaps a writing course or a refresher math course, from the student who needs significant course work in order to be fully ready to begin college work. In the three rightmost columns of Appendix N an attempt is made to look only at students who need significant help; that is, who are taking more than one remedial or developmental

course. Other columns in Appendix N also contain relevant information. The total number of students enrolled in remedial or development coursework from 1993 through 1995 are found in the fifth, sixth, and seventh columns of the chart. In all institutions, the total percentage of students enrolled in any amount of remedial or developmental coursework has declined from 55.1% in 1992 to 51.7% in 1995.

Appendix O shows the need for remedial or developmental coursework of students 18 years of age or younger. These are students who graduated only three months before matriculation into college. Figure 26 is a summary of data in Appendix O. It should be noted that 73% of these students who entered the public universities needed no remedial or developmental coursework. In all institutions, only 3.6% of the students were taking only remedial coursework, 26.6% taking only developmental coursework and 10.1% taking a mix of remedial/developmental courses.

Figure 26: Need for Remedial or Developmental Coursework of 1995 High School Graduates

	Taking No R&D	Taking Only Developmental	Taking Only Remedial	Taking Mix of R&D
Universities	72.81%	21.37%	1.95%	3.87%
Two-Year Institutions	33.07%	37.30%	6.83%	22.78%
All Levels	59.66%	26.65%	3.57%	10.12%

2. **By the year 2000, passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.**

Figure 27 includes national licensure examination pass rates for 1993 through 1995 at public universities. Tennessee graduates continue to perform at or above national averages on licensure examinations. The percentages shown in this figure are weighted averages of the information found in Appendix P. It should be noted that the cut-off scores for these examinations can change over time as well as the test content. In most cases, at least 85% of graduates passed these national examinations. Passing these exams is required for graduates to be allowed to practice in these professions.

Figure 27: National Licensure Examinations Pass Rates

	1993		1994		1995	
Test	Number	Percent	Number	Percent	Number	Percent
Medical Technology	34	79.7%	26	88.4%	34	87.9%
Dental Hygiene	39	90.0%	47	100.0%	59	96.8%
Engineering	643	55.2%	583	65.7%	610	66.9%
Nursing	449	93.7%	533	91.5%	647	90.9%
Law	207	85.6%	215	88.3%	238	84.8%
Dentistry	62	87.4%	62	93.1%	77	95.4%
Pharmacy	72	100.0%	74	100.0%	65	100.0%
Physical Therapy	80	100.0%	177	100.0%	89	98.9%
Medicine, Part I	214	89.2%	222	86.0%	213	92.0%
Medicine, Part II	184	89.1%	203	91.6%	203	92.9%
Medicine, Part III	--	--	153	91.0%	138	97.1%

3. **By the year 2000, 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.** (See Goal 8, Benchmark 8 for data concerning transfer rates.)
4. **By the year 2000, rates of transfer from public community colleges to state universities in Tennessee will be the same for Blacks as for other racial groups.**

Figure 28: Transfer Rates by Race-University Parallel Students at Community Colleges

	Grads At Univ. 1991-92 Fall '92 Percent			Grads At Univ. 1992-93 Fall '93 Percent			Grads At Univ. 1993-94 Fall '94 Percent			Grads At Univ. 1994-95 Fall '95 Percent		
Black	120	56	46.67%	137	65	47.45%	161	56	34.78%	193	81	41.97%
Total	1,346	679	50.45%	1,440	710	49.31%	1,616	776	48.02%	1,817	893	49.15%

Figure 28 reveals transfer rates for African-American students and total transfer rates. In 1990-91, only 26 African-American graduates of two-year institutions transferred to universities. These 26 students

represented only 29% of two-year college graduates who subsequently transferred. In 1995, 81 students representing 41.2% of African-American graduates transferred.

5. By the year 2000, a Superior Teaching Program will be fully funded and implemented across the state.

Funding for the first phase of the Superior Teaching Program, statewide awards for college and university teachers, has not yet been available.

6. By the year 2000, cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.

A very important indicator of an institution's commitment to currency in its library collection is the number of volumes purchased in a given year. Figure 29 compares the number of volumes added to collections in 1992-93 with those added during the past years in all public colleges and universities in the state.

Figure 29: Expenditures on Books

	1992-93	1993-94	1994-95	% Change 1992-1995
Volumes Added	159,849	147,047	143,057	-10.5%
Expenditures on Books (X 1000)	\$7,077	\$6,863	\$8,108	14.57%

Other Benchmarks of Quality

One important area is the accreditation of academic and professional programs. Figure 30 reports the status of accreditation of specialized programs in public institutions. Appendices Q and R list accreditation by discipline for all public higher education institutions. All specialized programs at two year institutions are accredited; 90% of these programs are accredited at public universities.

Figure 30: Accreditation

	Accreditabl e	Accredite d	% Accredited
Universities	379	341	89.97%
Two-Year Institutions	78	78	100.00%

Job placement rates for vocational programs at Tennessee's two-year colleges and technology centers may be found in Appendix S.

Legislation requires that this report present the numbers of students enrolled at correctional institutions. In Fall 1995, there were 66 students enrolled at sites identified as correctional institutions. This number represents less than one-half of one percent of the total enrollment. It cannot be said with assurance that all these students are inmates since guards and other correctional employees may also enroll in these courses.

Appendix T contains the results of the enrolled student survey by category. Each category is composed of a number of survey questions covering six areas: satisfaction, involvement, personal development, learning, instruction and advising in the major, and the curriculum in the major. These results show the average score, the percentage change from 1993 to 1995, and the university and two year norm for each category. This data is reported every other year.

Goal C: By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.

Benchmarks:

- 1. By the year 2000, 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number, 396 (22%) will be Black.**

Figure 32 is a report on teacher education completers since 1990-91. This table does not include persons seeking graduate degrees but does include all baccalaureate program completers and those completing teacher education requirements who already

Figure 32: Teacher Education Completers

		1990-91	1991-92	1992-93	1993-94	1994-95	% Change 1990-95
Public	Total	1,379	1,799	1,571	1,448	1,356	-1.67%
	Black	54	61	78	79	79	46.30%
Independent	Total	883	891	846	746	816	-7.59%
	Black	37	43	36	39	48	29.73%
Total	Total	2,262	2,690	2,417	2,194	2,172	-3.98%
	Black	91	104	114	118	127	39.56%

possess a degree. Although there has been a slight decline in teacher education completers at public institutions since 1990-91, there has been a 46.3% increase in African-American completers. At independent institutions, a similar pattern emerged. Approximately 37.5% of teacher education completers in 1994-95 were from the independent institutions. The percentage of students completing teacher education programs at independent institutions has increased over 4% since 1991-92.

- 2. By the year 2000, 95% of teacher education graduates in Tennessee's public universities will pass the NTE or an equivalent examination.**

Figure 33 contains statistics concerning pass rates on the National Teacher Exam. The apparent drop in pass rates from 1990-91 to 1991-92 is due to changes in state policy which raised the cut-off scores for passing the exam. For 1993-94, public and independent institutions had similar pass rates. A total of 2,406 students completed the NTE examinations in 1993-94.

Figure 33: NTE Pass Rate

		1989-90	1990-91	1991-92	1992-93	1993-94
Public	No. Passed	1,640	1,486	1,668	1,676	1,608
	% Passing	96.59%	94.68%	87.61%	91.99%	94.81%
Independent	No. Passed	742	855	912	841	798
	% Passing	89.83%	96.84%	87.17%	92.93%	95.11%

Note: pass rate declined in 91-92 due to changes in cut-off scores.

Goal D: By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.

Benchmarks:

- Expenditures on research at universities from restricted accounts will reach \$230,000,000 by the year 2000.**

Figure 34 contains data showing growth in research expenditures at public universities. The increase in 1994-95 over 1991-

Figure 34: Research Expenditures at Public Universities

	1991-92	1992-93	1993-94	1994-95	% Change 1992-1995
Actual Expenditures	\$100,403,000	\$111,455,000	\$117,770,305	\$114,634,650	14.17%
Adjusted for Inflation *	\$92,528,000	\$94,463,000	\$101,875,000	\$96,211,228	3.98%

* Adjusted figures reflect 1989 constant dollars.

92 was over 14%. These expenditures are from grants and other private sources and do not include money from state appropriations for higher education. However, it should be noted that, after adjusting for inflation, there has been a slight decline in research expenditures in 1994-95 compared to 1993-94.

- Expenditures on public service at universities from restricted accounts will reach \$43,000,000 by the year 2000.**

Figure 35 shows the growth in public service expenditures. The growth of spending from 1991-92 to 1994-95 has exceeded that of research spending with a growth rate of 36.3%.

Figure 35: Public Service Expenditures at Public Universities

	1991-92	1992-93	1993-94	1994-95	% Change 1992-1995
Actual Expenditures	\$32,199,826	\$38,539,000	\$40,112,052	\$43,883,695	36.28%
Adjusted for Inflation *	\$29,674,000	\$34,392,000	\$34,698,000	\$36,831,000	24.12%

* Adjusted figures reflect 1989 constant dollars.

These expenditures are from grants and other private sources and do not include money from state appropriations for higher education. It should be noted that, after adjusting for inflation, there has been a slight increase in public service expenditures in 1994-95 compared to 1993-94.

Tennessee's independent colleges and universities play an important part in research and public service.

Figure 36: Research and Public Service, Independent Institutions

	1991-92	1992-93	1993-94	1994-95	% Change 1992-1995
Research Expenditures	\$78,968,478	\$85,063,402	\$93,793,363	\$95,368,541	20.77%
Public Service Expenditures	\$57,927,161	\$65,467,792	\$76,175,239	\$80,242,287	38.52%

Figure 36 depicts expenditures for research and public service for all independent institutions since 1991-92. The expenditure of research and public service efforts are not evenly distributed across all institutions in the independent sector; the bulk of the expenditures occur at three institutions: Vanderbilt University, Meharry Medical College, and Southern College of Optometry.

Goal E: By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.

Benchmarks:

- 1. By the year 2000, faculty salaries at Tennessee public institutions will be above those of their peers in other states.**

Figure 37 gives 1994-95 salary comparisons with peer institutions. The composition of peer groups underwent a major review and revision in 1994. In this review, 10 peer institutions were selected for these four groups/institutions based on a number of objective criteria. Peer institutions were limited to the 15 member states of the Southern Regional Education Board (SREB). Average salaries at public higher education institutions are at or above those of their peers.

Figure 37: 1994-95 Salary Comparisons

	Average Salary	Peer Average	% of Peer
University of Tennessee, Knoxville	\$52,723	\$53,400	98.73%
University of Memphis	\$49,483	\$49,075	100.83%
All Other Universities	\$44,387	\$41,768	106.27%
All Two-Year Institutions	\$35,464	\$33,600	105.55%

Figure 38 shows percentage comparisons in faculty salaries since 1991-92. Caution should be exercised in comparing percentages across years due to the changes in the makeup of the peer group composite. The 1994-95 salary averages are based on the peer groups recommended by the Formula Task Force in 1994 and adopted by the Tennessee Higher Education Commission.

Figure 38: Percentage Comparisons

	% in 1991-92	% in 1992-93	% in 1993-94	% in 1994-95
University of Tennessee, Knoxville	90.10%	94.90%	93.82%	98.73%
University of Memphis	94.30%	96.44%	92.48%	100.83%
All Other Universities	95.80%	100.97%	95.58%	106.27%
All Two-Year Institutions	98.50%	98.88%	99.39%	105.55%

Goal F: By the year 2000, Tennessee's higher education institutions will have garnered sufficient resources to achieve the high quality and access envisioned in the goals of Tennessee Challenge 2000.

Benchmarks:

1. **By the year 2000, Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.**

Figure 39: State Appropriations for Higher Education

FY 1990	FY 1991	FY 1992	FY 1993	FY 1994	FY 1995
\$707,245,600	\$709,434,000	\$676,442,900	\$758,406,200	\$825,932,300	\$880,032,200

Tennessee's public higher education institutions have always worked assiduously to merit the confidence placed in them by the citizens of Tennessee and their elected representatives. An example of Tennessee's commitment to higher education can be found by examining the changing state appropriation for higher education. Figure 39 is based on the latest available data from the Department of Finance and Administration. Tennessee's General Assembly continues to support higher education. In a national study, Tennessee was found to be second in the nation in the percentage increase in state spending for higher education over the years 1991 and 1992.

Financial Health of Independent Colleges and Universities

The financial health of independent colleges and universities is critical to these institutions' continued contributions to higher education in Tennessee. Figure 40 presents four key financial ratios that are used to evaluate the financial health of higher education institutions. The first of these, the net revenue ratio, is calculated by subtracting the total current expenditures from the total current fund revenues and dividing the result by the total current expenditures. A positive ratio of one to three percent over a three to five year trend line indicates a strong financial condition. There has been a 1.0% decrease in this ratio over the past five years.

Figure 40: Key Financial Ratios, Independent Colleges

Year	Net Revenue Ratio	Tuition & Fees Contribution Ratio	Gifts and Grants Ratio	Instructional Cost Ratio
1986-87	1.45%	44.33%	17.18%	30.95%
1987-88	-0.02%	44.95%	15.48%	29.63%
1988-89	2.19%	45.38%	14.80%	28.73%
1989-90	0.15%	45.52%	13.53%	33.11%
1990-91	1.79%	46.17%	13.25%	32.90%
1991-92	1.84%	45.50%	13.17%	33.57%
1992-93	1.07%	46.33%	12.81%	31.75%
1993-94	-0.22%	47.14%	12.05%	32.65%
1994-95	0.76%	48.26%	12.50%	33.34%

The second ratio, tuition and fees contribution, is calculated by dividing total tuition and fee revenue by total educational and general expenditures. Ideally, this ratio should decline over the long term as gifts and endowment are developed to contribute to educational and general expenditures. A dramatic rise in this index might signal an over-reliance on tuition revenue to support the institution. Most liberal arts colleges with small endowments maintain a ratio of between 70 and 80 percent on this index. There has been a 2.1% increase in this ratio over the past five years.

The third ratio, gifts and grants, results from dividing the revenue from private gifts and grants by total educational and general expenditures. Most liberal arts colleges with small endowments range between 10% and 15% on this index. Falling below 10% is a sign of an over-dependency on tuition revenue. The decline in the gifts and grants' ratio in Tennessee is reflective of a decrease in support from private sources at many independent institutions over the last six years. It is likely that this decrease was a result of the downturn in the economy. It is hoped that, with the current improvement in the economy, this trend will reverse in coming years. There has been a 0.7% decrease in this ratio over the past five years.

The fourth ratio, instructional cost, is calculated by dividing the direct expenditures for instruction by total educational and general expenditures. This index reflects an institution's ability to maintain academic quality through its shifting of resources to support the instructional program over a given time period. This should be a relatively stable index. Colleges seeking to strengthen their academic quality should be increasing their instructional cost ratio as time passes. Most liberal arts colleges with small endowments maintain a ratio on this index of 30% to 40%. In Tennessee, more campus resources have been shifted to faculty salaries and instructional materials to continue the institutions' emphasis on teaching. There has been a 0.4% increase in this ratio over the past five years.

A chart detailing the figures used in these calculations is found in Appendix U.

Declared Enrollment Capacity of Independent Institutions

A survey of independent institutions conducted by the Tennessee Independent Colleges and Universities in Fall 1995 requested campus administrators to estimate their enrollment capacity. The resulting composite figure was 49,485 FTE. Since the total FTE enrollment of independent institutions in Fall 1995 was 43,941 the resulting difference is 5,544 students. A complete listing of the institutional estimates and the supporting data is found in Appendix V. More detailed analysis of this survey must be done since the methods used by institutions to estimate capacity are not consistent. For example, at some institutions, the declared capacity would result in doubling the student-to-faculty ratio and in others the declared capacity would result in a dramatic reduction in the ratio of students to available instructional space.

Of the independent institutions' 25,186 spaces in residence halls available in Fall 1995, 21,721 were in use. This left 3,465 spaces vacant, a vacancy rate of 13.7%.

Student Financial Aid

Tennessee Student Assistance Award Program - Figure 41 is an analysis of the distribution of funds (\$18,254,275) under the Tennessee Student Assistance Award for 1994-95.

Figure 41: Tennessee Student Assistance Awards, 1994-95 *

Category of Institutions	Fall 1994 Undergraduate Enrollment	Number of Awards	% Receiving Awards	% of Total Awards	Total Amount of Awards	% of Total Amount	Average Award
Independent Institutions	39,748	3,544	8.92%	16.36%	\$7,038,692	38.56%	\$1,986
Public Two-Year	76,582	5,785	7.55%	26.70%	\$1,989,631	10.90%	\$344
Public Four-Year	91,784	11,308	12.32%	52.19%	\$8,517,582	46.66%	\$753
Technology Centers		352		1.62%	\$32,302	0.18%	\$92
Other		678		3.13%	\$676,068	3.70%	\$997
Totals	208,114	21,667			\$18,254,275		\$842

* As of 11/1/95.

On May 31, 1993, Governor McWherter signed a bill of the General Assembly titled "The Tennessee Student Assistance Awards Restoration Act." The stated purpose of this act was "to restore the value of the Tennessee Student Assistance Award maximum grant to approximate its value in 1981 constant dollars and to provide financially needy students enrolled at Tennessee independent colleges and universities with a state grant of sufficient size to reduce the impact of institutional price on their higher education enrollment decision." The Act linked the maximum award under TSAA to 50% of the amount of out-of-state tuition and fees charged by public institutions. The Act provided \$1.25 million to enable the Tennessee Student Assistance Corporation to carry out the intent. In May 1994, the General

Assembly appropriated \$2.4 million for this purpose in 1994-95. Figure 42 is a study of trends since 1990 in the distribution of TSAA funds. The number of awards for independent institutions in 1994-95 was 3,544. This accounted for 16.4% of the total number of awards. Reference to Figure 41 will show that independent institutions enrolled approximately 19% of total undergraduates in higher education institutions within the state in Fall 1994. Of particular concern is the decline in the percentage of TSAA recipients at independent institutions since 1990-91.

Figure 42: Tennessee Student Assistance Awards, 1990-91 to 1994-95

Category of Institutions	Percentage of Numbers of Awards					% Change 1990-1995
	1990-91	1991-92	1992-93	1993-94	1994-95	
Independent Institutions	19.1%	18.2%	18.0%	17.5%	16.4%	-14.14%
Public Two-Year	19.0%	21.2%	22.1%	24.1%	26.7%	40.53%
Public Four-Year	53.4%	55.1%	54.8%	54.4%	52.2%	-2.25%
Technology Centers	1.5%	1.3%	1.2%	1.2%	1.6%	6.67%
Other	7.2%	4.2%	3.9%	2.9%	3.1%	-56.94%

Category of Institutions	Percentage of Dollar Amount of Awards					% Change 1990-1995
	1990-91	1991-92	1992-93	1993-94	1994-95	
Independent Institutions	33.2%	33.5%	31.7%	35.9%	38.6%	16.27%
Public Two-Year	8.4%	9.2%	9.9%	10.0%	10.9%	29.76%
Public Four-Year	47.8%	50.9%	53.0%	50.3%	46.7%	-2.30%
Technology Centers	0.2%	0.1%	0.1%	0.1%	0.2%	0.00%
Other	10.4%	6.3%	5.4%	3.7%	3.7%	-64.42%

Ned McWherter Scholars Program - The Ned McWherter Scholars Program encourages academically talented Tennessee high school graduates to attend college in Tennessee. Applicants for the scholarships must have at least a 3.5 cumulative grade point average and be in the upper 5% of scores on national college entrance tests. The total award is \$5,000 per year. Of this amount, half comes from state funds and half from the institution that accepts the student. The student must attend college full-time and maintain a high grade point average to remain eligible for the grant. Figure 43 shows the institutions in which recipients of the grants were enrolled in 1994-95. Approximately 33% of these awards went to students enrolled in independent institutions.

Figure 43: Ned McWherter Scholars Program* (Total of 185 Recipients)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	2	Rhodes College	8
Belmont University	1	Tennessee Technological University	18
Bryan College	1	Union University	3
Carson-Newman College	3	University of Memphis	10
Christian Brothers University	3	University of the South	3
David Lipscomb University	2	University of Tennessee, Chattanooga	3
East Tennessee State University	2	University of Tennessee, Knoxville	78
Maryville College	1	University of Tennessee, Martin	5
Middle Tennessee State University	3	Vanderbilt University	37
Milligan College	2		

* Formerly named Tennessee Academic Scholars Program.

Tennessee Teacher Loan/Scholarship Program - The Teacher Loan/Scholarship Program was authorized by the Comprehensive Education Reform Act of 1984 to encourage outstanding students to enter the teaching profession and to allow existing teachers to retrain in an academic area in which

there was a shortage of teachers. These are forgivable loans and are available to Tennessee residents who agree to teach in the Tennessee public K-12 schools upon graduation. The Tennessee General Assembly appropriated \$360,000 for the program for 1994-95. Figure 44 shows the institutions in which these prospective teachers were enrolled in 1994-95. Approximately 28% of these students were enrolled in independent institutions.

Figure 44: Tennessee Teacher Loan/Scholarship Program (Total of 163 recipients)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	5	Middle Tennessee State University	10
Belmont University	3	Pellissippi State Technical Comm. College	2
Bethel College	2	Tennessee State University	2
Carson-Newman College	7	Tennessee Technological University	21
Columbia State Comm. College	1	Tennessee Wesleyan College	5
Cumberland University	2	Trevecca Nazarene University	1
David Lipscomb University	2	Tusculum College	1
East Tennessee State University	2	Union University	8
Freed-Hardeman University	3	University of Memphis	12
Lambuth University	1	Univ. of Tennessee, Chattanooga	5
Lee College	1	Univ. of Tennessee, Knoxville	46
Lincoln Memorial University	2	Univ. of Tennessee, Martin	11
Maryville College	6	Vanderbilt University	2

Minority Teaching Fellows Program - The State of Tennessee established the Minority Teaching Fellows Program to encourage talented minority Tennesseans to select teaching as a career choice. The award is for \$5,000 per year to a maximum of \$20,000. Those who receive the award incur an obligation to teach in some Tennessee public school one year for each year of the award. Nineteen such awards are available for freshmen each year. Figure 45 shows the institutions in which these prospective teachers were enrolled in 1994-95. Approximately 8.5% of these students were enrolled in independent institutions.

Figure 45: Tennessee Minority Teaching Fellows Program (Total of 82 recipients)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	4	Tusculum College	1
Christian Brothers University	1	Union University	1
Crichton College	1	University of Memphis	16
East Tennessee State University	2	University of the South	1
Lambuth University	1	University of Tennessee, Chattanooga	8
LeMoyne-Owen College	1	University of Tennessee, Knoxville	8
Middle Tennessee State University	11	University of Tennessee, Martin	14
Tennessee State University	12		

Contract Education Program - Tennessee contracts with independent colleges and universities within the state to provide spaces for Tennessee residents in programs that are needed by the state and which are not available in public institutions. Some of these spaces are provided through the Southern Regional Education Board's Regional Contract-for-Services Program and others are contracted directly with institutions. Figure 46 shows the trends for the schools in Tennessee that participate in the Contract Education Program, the numbers of positions contracted for, and the total amount of contracted services. The total number of positions and dollar amount have declined slightly in 1995-96

compared to previous years. Over \$6.2 million has been spent over the past three years for students served by this program.

Figure 46: Contract Education Program

	1993-94		1994-95		1995-96	
	No. of Students	Total Amount	No. of Students	Total Amount	No. of Students	Total Amount
John A. Gupton College	21	\$38,451	20	\$36,620	20	\$36,620
Maryville College	2	\$4,520	2	\$4,520	2	\$8,736
Meharry Medical College	87	\$1,523,104	88	\$1,507,474	83	\$1,457,772
Southern College of Optometry	73	\$485,450	73	\$503,700	69	\$493,350
Vanderbilt University	8	\$50,240	8	\$51,752	8	\$52,706
Totals	191	\$2,101,765	191	\$2,104,066	182	\$2,049,184

Appendices

- A Fall 1995 Enrollments
- B Ten-Year Enrollment Trends
- C Graduate and Professional School Enrollment
- D Persistence-to-Graduation by Institution
- E Degrees and Awards: Public Universities
- F Degrees and Awards: Public Two-Year Institutions
- G Awards: Technology Centers
- H Transfers into Public Universities
- I Transfers into Public Two-Year Institutions
- J Enrollment of African-American Students in Public Institutions
- K ACT COMP and College Base Scores
- L Admissions Data
- M Average Entering ACT Scores
- N Numbers and Percentages of Students in Developmental Courses
- O Recent High-School Graduates in Developmental Courses
- P Licensure Scores in Public Universities
- Q Accreditation (by institution and discipline): Universities
- R Accreditation (by institution and discipline): Two-Year Institutions
- S Job Placement Rates at Public Two-Year Institutions & Technology Centers
- T Enrolled Student Survey Results by Category at Public Institutions
- U Key Financial Ratios, Independent Institutions
- V Declared Enrollment Capacity Data, Independent Institutions

Appendix A

Fall 1995 Enrollments

Public Universities:	Undergraduate	Graduate & Prof.	Total
Austin Peay State University	7,093	463	7,556
East Tennessee State University	9,215	2,307	11,522
Middle Tennessee State University	15,415	2,009	17,424
Tennessee State University	6,942	1,522	8,464
Tennessee Technological University	7,158	1008	8,166
University of Memphis	15,071	4,904	19,975
University of Tennessee, Chattanooga	7,015	1,316	8,331
University of Tennessee, Knoxville	18,750	6,973	25,723
University of Tennessee, Martin	5,487	314	5,801
University of Tennessee, Memphis	382	1,698	2,080
Subtotal	92,528	22,514	115,042
Public Two-Year Institutions:			
Chattanooga State Technical Community College	8,676		8,676
Cleveland State Community College	3,668		3,668
Columbia State Community College	3,755		3,755
Dyersburg State Community College	2,079		2,079
Jackson State Community College	3,438		3,438
Motlow State Community College	3,130		3,130
Northeast State Technical Community College	3,488		3,488
Nashville State Technical Institute	6,386		6,386
Pellissippi State Technical Community College	7,468		7,468
Roane State Community College	5,803		5,803
Shelby State Community College	6,350		6,350
State Technical Institute at Memphis	10,569		10,569
Volunteer State Community College	6,583		6,583
Walters State Community College	5,824		5,824
Subtotal	77,217		77,217
Grand Total	169,745	22,514	192,259

Fall 1995 Enrollments (continued)

Independent Institutions	Undergraduate	Graduate & Prof.	Total
Aquinas College	408		408
Belmont University	2,636	373	3,009
Bethel College	490	59	549
Bryan College	474	7	481
Carson-Newman College	2,044	163	2,207
Christian Brothers University	1,551	249	1,800
Crichton College	555		555
Cumberland University	964	76	1,040
David Lipscomb University	2,408	97	2,505
Fisk University	840	39	879
Freed-Hardeman University	1,253	252	1,505
Hiwassee College	479		479
John A. Gupton College	79		79
Johnson Bible College	384	61	445
King College	589		589
Knoxville College	461		461
Lambuth University	1,227		1,227
Lane College	664		664
Lee College	2,477	15	2,492
LeMoyne-Owen College	1,225	59	1,284
Lincoln Memorial University	1,586	414	2,000
Martin Methodist College	498		498
Maryville College	885		885
Meharry Medical College	146	721	867
Memphis College of Art	213	40	253
Milligan College	816	50	866
Rhodes College	1,435	6	1,441
Southern College of Optometry		459	459
Southern College of Seventh Day Adventists	1,591		1,591
Tennessee Wesleyan College	633		633
Trevecca Nazarene University	1,068	469	1,537
Tusculum College	1,057	451	1,508
Union University	1,880	125	2,005
University of the South	1,242	80	1,322
Vanderbilt University	5,792	4,282	10,074
Grand Total	40,050	8,547	48,597

Appendix B

Total Headcount Enrollment

Ten-Year Trend

Fall Term	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1986	149,541	79.58%	38,380	20.42%	187,921
1987	152,671	79.07%	40,423	20.93%	193,094
1988	155,053	78.20%	43,219	21.80%	198,272
1989	166,549	79.09%	44,045	20.91%	210,594
1990	174,416	79.57%	44,795	20.43%	219,211
1991	183,386	80.22%	45,215	19.78%	228,601
1992	191,548	80.91%	45,202	19.09%	236,750
1993	193,342	80.65%	46,392	19.35%	239,734
1994	190,838	79.99%	47,727	20.01%	238,565
1995	192,259	79.82%	48,597	20.18%	240,856

Headcount Enrollment of Tennessee Residents

1990-1995

Fall Term	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1990	157,015	87.54%	22,340	12.46%	179,355
1991	165,501	87.91%	22,764	12.09%	188,265
1992	172,316	88.39%	22,643	11.61%	194,959
1993	174,316	88.07%	23,613	11.93%	197,929
1994	172,035	87.79%	23,936	12.21%	195,971
1995	174,099	87.79%	24,214	12.21%	198,313

Appendix C

Graduate and Professional School Enrollment in Public Universities

Area:	1990	1991	1992	1993	1994	1995	% Change 1990-1995
Education	4,191	4,101	4,315	4,627	4,677	4,835	15.37%
Computer Science and Engineering	1,755	1,782	1,855	1,879	1,854	1,671	-4.79%
Allied Health and Medical Fields	2,198	2,362	2,586	2,730	2,777	2,795	27.16%
Law	901	879	870	897	916	945	4.88%
Mathematics and Science	1,231	1,267	1,314	1,392	1,463	1,445	17.38%
All Others	7,145	7,365	7,862	8,343	8,405	8,394	17.48%
Totals	17,421	17,756	20,983	19,868	20,092	20,085	15.29%

Appendix D

Persistence to Graduation at Public Institutions

Universities	1988-1994			1989-1995		
	Black	White	Total ¹	Black	White	Total ¹
Austin Peay State University	28.68%	37.26%	35.43%	29.55%	35.54%	34.92%
East Tennessee State University	33.33%	40.58%	39.62%	32.00%	46.22%	45.13%
Middle Tennessee State University	24.65%	40.87%	38.97%	26.58%	42.56%	40.23%
Tennessee State University	28.05%	19.32%	27.15%	31.22%	25.93%	30.85%
Tennessee Technological University	22.08%	45.23%	43.69%	50.00%	51.59%	51.38%
University of Memphis	36.36%	38.27%	37.65%	27.00%	38.41%	36.16%
University of Tennessee, Chattanooga	29.46%	46.89%	43.96%	36.36%	47.64%	46.38%
University of Tennessee, Knoxville	48.69%	62.23%	61.31%	43.72%	60.80%	59.58%
University of Tennessee, Martin	35.15%	47.55%	45.32%	34.78%	48.70%	45.91%
Overall Averages	31.42%	47.39%	44.53%	31.97%	48.99%	46.06%

¹ Totals also include students of other races than White or African-American.

Two-Year Institutions	1988-1994			1989-1995		
	Black	White	Total ¹	Black	White	Total ¹
Chattanooga State Technical Comm. College	11.65%	23.04%	21.63%	6.52%	26.86%	23.81%
Cleveland State Community College	8.70%	32.60%	31.14%	11.76%	29.02%	27.53%
Columbia State Community College	16.67%	35.29%	33.88%	19.23%	33.83%	32.87%
Dyersburg State Community College	14.29%	26.61%	24.16%	13.51%	24.11%	22.18%
Jackson State Community College	9.38%	32.03%	27.63%	15.85%	34.84%	31.35%
Motlow State Community College	17.07%	39.68%	36.83%	17.65%	33.68%	32.07%
Northeast State Technical Community College	N/A	30.25%	30.00%	40.00%	37.12%	37.06%
Nashville State Technical Institute	17.81%	34.65%	31.81%	9.72%	26.89%	22.99%
Pellissippi State Technical Community College	10.71%	24.09%	23.21%	19.05%	23.10%	23.03%
Roane State Community College	4.55%	32.05%	31.24%	15.00%	27.63%	27.37%
Shelby State Community College	11.14%	16.04%	12.85%	9.11%	14.29%	11.02%
State Technical Institute at Memphis	17.88%	23.35%	21.19%	17.46%	25.42%	21.86%
Volunteer State Community College	9.52%	25.69%	24.28%	12.82%	24.63%	23.31%
Walters State Community College	12.50%	32.55%	31.84%	11.36%	31.33%	29.94%
Overall Averages	13.74%	29.09%	26.34%	12.90%	28.08%	25.34%

¹ Totals also include students of other races than White or African-American.

Appendix E

Degrees & Awards: Public Universities 1994-1995

Discipline	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Agriculture			405		39		12	456
Architecture & Related Programs			71		30			101
Area/Ethnic/Cultural Studies			30					30
Marketing Oper./Market & Distribution			45					45
Communications			607		52		6	665
Computer & Information Sciences			173		57		3	233
Education			651		1,430	130	120	2,331
Engineering		5	1,149		383		53	1,590
Foreign Languages & Literature			140		11		4	155
Home Economics			402		38		15	455
Technology Education/Industrial Arts		30						30
Law & Legal Studies				294				294
English Language & Literature			459		119		14	592
Liberal Arts & Sciences/Gen. Studies		63	70					133
Library Science					62			62
Biological Science/Life Sciences			485		90		52	627
Mathematics			141		76		7	224
Multi/Interdisciplinary Studies	8		847		19			874
Parks, Recreation, Leisure, Fitness			350		161		7	518
Philosophy, Religion, Theology			41		17		7	65
Physical Science			241		44		27	312
Psychology			740		128		43	911
Protective Services/Public Affairs		41	644		286		5	976
Social Sciences			1,059		121		24	1,204
Trade & Industrial			128					128
Visual & Performing Arts			600		92		4	696
Health Professions & Related Services	31	331	1,324	410	401		9	2,506
Bus. Mgmt. & Administrative Serv.	19	18	2,610		711		40	3,398
TOTAL	58	488	13,412	704	4,367	130	452	19,611

Appendix F

Degrees & Awards: Public Two-Year Institutions 1994-95

Discipline	Certificate	Associate	Total
Agriculture		26	26
Marketing Oper./Market & Distribution	19	12	31
Computer & Information Sciences		41	41
Engineering	29	176	205
Home Economics	7	44	51
Technology Education/Industrial Arts		53	53
Law & Legal Studies		73	73
English Language & Literature		7	7
Liberal Arts & Sciences/Gen. Studies		1,817	1,817
Physical Science		43	43
Protective Services/Public Affairs	22	94	116
Trade & Industrial	138	79	217
Visual & Performing Arts	9	37	46
Health Professions & Related Services	556	1,371	1,927
Bus. Mgmt. & Administrative Serv.	219	488	707
TOTAL	999	4,361	5,360

Appendix G

Awards: Tennessee Technology Centers 1994-95

Discipline	Certificate	Diploma	Other	Total
Agriculture	10	0	0	10
Business	435	201	2,929	3,565
Consumer, Personal & Misc. Services	103	95	14	212
Engineering	0	0	0	0
Health	375	917	538	1,830
Home Economics	8	9	193	210
Personal & Social Development	0	0	264	264
Public Affairs & Protective Services	0	0	2	2
Trades & Industrial	1,010	1,068	2,170	4,248
Visual & Performing Arts	1	4	0	5
TOTAL	1,942	2,294	6,110	10,346

Appendix H

Transfers Into Public Universities, Fall 1995

Receiving Institutions ---->

Originating Institutions:	APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM	UT Mem	Totals
CSTCC	8	6	27	5	25	4	248	16	0	0	339
CLSCC	1	9	16	1	25	1	65	14	3	0	135
COSCC	8	0	123	20	26	10	1	12	13	0	213
DSCC	5	1	11	3	1	31	0	1	90	2	145
JSCC	7	0	27	5	2	28	1	11	81	3	165
MSCC	5	5	178	2	40	2	11	19	2	1	265
NSTCC	0	197	2	0	10	0	0	0	0	0	209
NSTI	10	0	91	86	12	2	1	6	2	1	211
PSTCC	2	36	25	1	20	3	19	224	2	0	332
RSCC	2	30	20	0	133	2	4	75	2	0	268
SSCC	3	0	3	25	1	334	6	6	9	9	396
STIM	0	0	5	4	0	285	1	5	5	9	314
VSCC	18	5	128	106	55	8	0	26	12	1	359
WSCC	1	122	7	0	20	0	3	92	1	0	246
From All 2-yr	70	411	663	258	370	710	360	507	222	26	3,597
From Other Public Univ.	64	157	237	101	87	671	81	248	53	47	1,746
From Indep. Coll. & Univ.	28	75	172	41	43	132	79	134	52	12	768
From Out-of State Inst.	871	444	612	222	138	152	268	515	125	36	3,383
Total Trans.	1,033	1,087	1,684	622	638	1,665	788	1,404	452	121	9,494

Appendix I

Transfers Into Public Two-Year Institutions, Fall 1995

Receiving Institutions ---->

Originating Institutions:	CSTCC	CLSCC	CoSCC	DSCC	JSCC	MSCC	NSTCC	NSTI	PSTCC	RSCC	SSCC	STIM	VSCC	WSCC	Totals
APSU	5	2	12	2	6	6	0	7	3	2	2	8	27	0	82
ETSU	7	4	0	1	1	0	108	1	24	12	1	1	3	33	196
MTSU	16	4	74	3	7	31	1	58	6	9	1	7	91	1	309
TSU	10	1	10	2	4	1	0	30	4	3	7	17	32	0	121
TTU	30	2	14	2	2	14	5	12	8	69	1	5	74	4	242
UM	6	1	6	15	19	1	0	2	5	0	97	498	2	0	652
UTC	219	12	4	0	0	6	0	1	4	9	0	4	0	2	261
UTK	46	5	10	2	5	1	5	6	147	55	4	42	5	24	357
UTM	1	0	13	38	40	3	0	4	2	2	13	42	15	0	173
UTMem	4	1	0	0	0	0	0	1	0	0	0	16	12	0	34
From All Univ.	344	32	143	65	84	63	119	122	203	161	126	640	0	64	2,166
From Other Public 2-Yr.	87	31	60	40	44	19	20	36	107	132	124	207	367	41	1,315
From Indep. Coll. & Univ.	71	26	47	13	67	15	10	26	36	48	51	131	66	41	648
From Out-of State Inst.	355	62	190	50	68	51	69	108	159	117	200	743	262	92	2,526
Total Trans.	857	151	440	168	263	148	218	292	505	458	501	1,721	695	238	6,655

Appendix J

Enrollment of African-American Students in Tennessee Public Institutions 1990 through 1995, Fall Headcount Enrollments

		% Change		% Change		% Change		% Change		% Change		% Change
	1990	1991	1990-1991	1992	1991-1992	1993	1992-1993	1994	1993-1994	1995	1994-1995	1990-1995
Universities:												
APSU	1,103	1,482	34.36%	1,546	4.32%	1,540	-0.39%	1,385	-10.06%	1,370	-1.08%	24.21%
ETSU	373	425	13.94%	446	4.94%	457	2.47%	496	8.53%	492	-0.81%	31.90%
MTSU	1,320	1,441	9.17%	1,636	13.53%	1,843	12.65%	1,711	-7.16%	1,769	3.39%	34.02%
TSU	4,588	4,598	0.22%	4,778	3.91%	4,894	2.43%	5,208	6.42%	5,563	6.82%	21.25%
TTU	278	276	-0.72%	287	3.99%	295	2.79%	263	-10.85%	218	-17.11%	-21.58%
UM	3,766	3,719	-1.25%	3,957	6.40%	4,099	3.59%	4,207	2.63%	4,431	5.32%	17.66%
UTC	742	774	4.31%	830	7.24%	841	1.33%	930	10.58%	1,070	15.05%	44.20%
UTK	1,341	1,370	2.16%	1,434	4.67%	1,373	-4.25%	1,334	-2.84%	1,274	-4.50%	-5.00%
UTM	770	811	5.32%	886	9.25%	865	-2.37%	837	-3.24%	820	-2.03%	6.49%
UTMHSC	165	195	18.18%	203	4.10%	222	9.36%	221	-0.45%	215	-2.71%	30.30%
Total Univ.	14,446	15,091	4.46%	16,003	6.04%	16,429	2.66%	16,592	0.99%	17,222	3.80%	19.22%
2-Year:												
CSTCC	843	886	5.10%	1,029	16.14%	987	-4.08%	1,066	8.00%	1,042	-2.25%	23.61%
CLSCC	148	150	1.35%	230	53.33%	167	-27.39%	166	-0.60%	180	8.43%	21.62%
COSCC	222	240	8.11%	288	20.00%	273	-5.21%	247	-9.52%	276	11.74%	24.32%
DSCC	239	272	13.81%	204	-25.00%	258	26.47%	292	13.18%	284	-2.74%	18.83%
JSCC	443	480	8.35%	515	7.29%	521	1.17%	523	0.38%	530	1.34%	19.64%
MSCC	153	167	9.15%	177	5.99%	177	0.00%	185	4.52%	183	-1.08%	19.61%
NSTCC	32	55	71.88%	44	-20.00%	67	52.27%	81	20.90%	72	-11.11%	125.00%
NSTI	893	910	1.90%	925	1.65%	924	-0.11%	1,059	14.61%	1,062	0.28%	18.92%
PSTCC	264	356	34.85%	388	8.99%	375	-3.35%	410	9.33%	321	-21.71%	21.59%
RSCC	141	124	-12.06%	170	37.10%	159	-6.47%	155	-2.52%	133	-14.19%	-5.67%
SSCC	2,599	3,476	33.74%	3,829	10.16%	4,128	7.81%	4,026	-2.47%	4,057	0.77%	56.10%
STIM	2,644	3,245	22.73%	3,357	3.45%	3,363	0.18%	3,358	-0.15%	3,088	-8.04%	16.79%
VSCC	236	249	5.51%	348	39.76%	372	6.90%	410	10.22%	453	10.49%	91.95%
WSCC	138	168	21.74%	180	7.14%	224	24.44%	193	-13.84%	181	-6.22%	31.16%
Total 2-Year	8,995	10,778	19.82%	11,684	8.41%	11,995	2.66%	12,171	1.47%	11,862	-2.54%	31.87%
Grand Total	23,441	25,869	10.36%	27,687	7.03%	28,424	2.66%	28,763	3.89%	29,084	2.32%	24.07%

Appendix K

ACT COMP Examination Scores

University	1993 Avg. Score	No. of Students	1994 Avg. Score	No. of Students	1995 Avg. Score	No. of Students
Austin Peay State University	186.1	641	184.3	705	185.2	722
East Tennessee State University						
Middle Tennessee State University	186.2	1,603	185.6	1,896	184.0	1,887
Tennessee State University	173.9	850	174.4	681	173.8	807
Tennessee Technological University						
University of Memphis						
University of Tennessee, Chattanooga						
University of Tennessee, Knoxville						
University of Tennessee, Martin	181.0	671	183.6	784	180.9	931
Average Score, Total Students Tested	182.5	3,765	183.1	4,066	181.6	4,347

College Base Scores

University	1993 Avg. Score	No. of Students	1994 Avg. Score	No. of Students	1995 Avg. Score	No. of Students
Austin Peay State University						
East Tennessee State University	289.0	1,199	291.0	1,324	294.0	1,215
Middle Tennessee State University						
Tennessee State University						
Tennessee Technological University	321.0	1,053	323.0	1,054	317.0	1,060
University of Memphis	302.0	1,752	308.0	1,666	309.0	1,734
University of Tennessee, Chattanooga	300.0	845	307.0	1,080	312.0	1,041
University of Tennessee, Knoxville	320.0	636	335.0	290	336.0	516
University of Tennessee, Martin						
Average Score, Total Students Tested	304.6	5,485	308.0	5,414	310.3	5,566

Appendix L

Admissions Data for Public Universities, Fall 1995

	Number Applied	Number Accepted	Number Enrolled	Percent Accepted	Number Admitted thru Alternative Admissions	Percent Admitted thru Alternative Admissions of Number Accepted	Percent Admitted thru Alternative Admissions of Number Enrolled
APSU	2,224	1,706	1,004	76.7%	84	4.9%	8.4%
ETSU	3,750	3,349	1,613	89.3%	140	4.2%	8.7%
MTSU	5,004	3,611	2,206	72.2%	236	6.5%	10.7%
TSU	4,598	1,453	1099	31.6%	98	6.7%	8.9%
TTU	2,352	1,939	1,159	82.4%	208	10.7%	17.9%
UM	4,794	3,173	1,945	66.2%	69	2.2%	3.5%
UTC	2,518	1,559	1,095	61.9%	142	9.1%	13.0%
UTK	8,305	5,977	3509	72.0%	280	4.7%	8.0%
UTM	2,328	2,172	1,141	93.3%	163	7.5%	14.3%
Totals	35,873	24,939	14,771	69.5%	1,420	5.7%	9.6%

Appendix M

Fall 1995 Average Entering ACT Scores at Public Institutions

Universities:	Average ACT Score
Austin Peay State University	21.1
East Tennessee State University	21.3
Middle Tennessee State University	21.6
Tennessee State University	19.3
Tennessee Technological University	22.4
University of Memphis	22.2
University of Tennessee, Chattanooga	21.7
University of Tennessee, Knoxville	23.4
University of Tennessee, Martin	21.0
Two-Year Institutions:	
Chattanooga State Technical Community College	18.0
Cleveland State Community College	18.8
Columbia State Community College	19.2
Dyersburg State Community College	17.7
Jackson State Community College	18.5
Motlow State Community College	18.7
Northeast State Technical Community College	18.1
Nashville State Technical Institute	17.2
Pellissippi State Technical Community College	18.9
Roane State Community College	19.0
Shelby State Community College	16.1
State Technical Institute at Memphis	17.1
Volunteer State Community College	18.2
Walters State Community College	18.7

Appendix N

Percentages of First-Time Freshmen in Remedial or Developmental Courses¹ in Public Institutions

Fall 1993 through 1995 Data

	Freshman Enrollment			% Taking any R&D Course			% Taking only 1 Course			% Taking more than 1 Course		
Universities:	1993	1994	1995	1993	1994	1995	1993	1994	1995	1993	1994	1995
Austin Peay State University	799	779	928	50.8	52.2	49.1	26.8	33.1	28.7	24.0	19.1	20.5
East Tennessee State University	1,303	1,428	1,538	46.6	44.9	44.8	25.2	26.1	26.5	21.4	18.8	18.3
Middle Tennessee State University	2,132	1,886	2,157	50.0	43.6	45.4	26.2	27.0	26.6	23.8	16.6	18.8
Tennessee State University	782	889	1,087	55.9	60.9	52.9	25.4	25.4	20.1	30.4	35.4	32.8
Tennessee Technological University	1,322	1,239	1,133	33.3	32.4	36.2	19.8	20.9	24.0	13.5	11.5	12.2
University of Memphis	1,685	1,777	1,893	34.5	35.7	36.5	23.1	22.8	23.0	11.3	12.9	13.5
University of Tennessee, Chattanooga	979	966	1,095	34.0	34.0	34.8	28.4	29.1	30.8	5.6	4.9	4.0
University of Tennessee, Knoxville	2,923	2,848	3,412	2.2	2.9	0.0	2.2	2.9	0.0	0.0	0.0	0.0
University of Tennessee, Martin	1,123	1,109	1,141	43.2	38.1	40.1	31.4	29.0	30.8	11.8	9.0	9.3
All Universities	13,048	12,921	14,384	33.9	33.1	32.2	20.3	21.0	19.9	13.6	12.1	12.3
Two-Year Institutions:												
Chattanooga State Tech. Comm. Coll.	1,164	1,279	1,089	81.3	82.6	82.5	29.6	27.8	27.5	51.8	54.8	55.0
Cleveland State Community College	591	495	527	70.1	71.1	70.8	37.2	33.3	29.6	32.8	37.8	41.2
Columbia State Community College	703	665	754	73.1	68.0	67.6	28.3	27.2	28.6	44.8	40.8	39.0
Dyersburg State Community College	437	441	433	78.5	78.7	80.8	29.7	30.4	32.8	48.7	48.3	48.0
Jackson State Community College	539	529	505	76.4	78.4	74.5	37.1	35.0	29.9	39.3	43.5	44.6
Motlow State Community College	730	704	652	76.6	71.0	73.8	35.8	32.7	35.1	40.8	38.4	38.7
Nashville State Technical Institute	499	631	538	88.6	85.1	84.8	28.5	24.6	24.3	60.1	60.5	60.4
Northeast State Tech. Comm. Coll.	674	719	683	78.9	74.1	75.0	31.2	29.3	31.2	47.8	44.8	43.8
Pellissippi State Tech. Comm. Coll.	1,319	1,299	1,200	73.5	75.9	73.3	30.5	32.6	30.6	43.0	43.3	42.8
Roane State Community College	899	773	807	76.3	76.7	76.0	36.9	37.8	39.5	39.4	38.9	36.4
Shelby State Community College	1,105	986	966	85.7	84.1	83.1	26.5	22.6	22.8	59.2	61.5	60.4
State Technical Institute at Memphis	1,086	1,041	1,012	87.6	86.5	84.0	27.3	24.0	29.0	60.2	62.4	55.0
Volunteer State Community College	1,002	1,012	1,050	73.9	71.4	67.2	29.6	25.8	25.9	44.2	45.7	41.3
Walters State Community College	962	902	917	79.6	79.9	81.0	23.1	22.0	22.6	56.5	58.0	58.5
All Two-Year Institutions	11,710	11,476	11,133	78.7	77.9	76.8	30.3	28.4	28.9	48.4	49.5	47.9
All Institutions	24,758	24,397	25,517	55.1	54.2	51.7	25.0	24.5	23.8	30.1	29.7	27.9

¹ All full-time and part-time freshmen enrolled in Fall semester.

Appendix N

Appendix O

Fall 1995 First-time Freshmen, 18 years of age and younger (1995 High School Graduates) Need for Remedial and/or Developmental Coursework

	Total 18 yr. old Freshmen	No R&D Courses		Any R&D Course		Developmental Only		Remedial Only		Mix of R&D	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UNIVERSITIES:											
APSU	474	267	56.33%	207	43.67%	171	36.08%	9	1.90%	27	5.70%
ETSU	928	609	65.63%	319	34.38%	229	24.68%	35	3.77%	55	5.93%
MTSU	1,383	869	62.83%	514	37.17%	398	28.78%	40	2.89%	76	5.50%
TSU	813	436	53.63%	377	46.37%	234	28.78%	33	4.06%	110	13.53%
TTU	781	535	68.50%	246	31.50%	190	24.33%	22	2.82%	34	4.35%
UM	1,264	862	68.20%	402	31.80%	286	22.63%	48	3.80%	68	5.38%
UTC	767	507	66.10%	260	33.90%	260	33.90%	0	0.00%	0	0.00%
UTK	2,386	2,386	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
UTM	776	498	64.18%	278	35.82%	278	35.82%	0	0.00%	0	0.00%
Univ. Totals	9,572	6,969	72.81%	2,603	27.19%	2,046	21.37%	187	1.95%	370	3.87%
TWO-YEAR:											
CLSCC	255	120	47.06%	135	52.94%	89	34.90%	8	3.14%	38	14.90%
COSCC	362	162	44.75%	200	55.25%	143	39.50%	11	3.04%	46	12.71%
CSTCC	451	118	26.16%	333	73.84%	168	37.25%	23	5.10%	142	31.49%
DSCC	201	59	29.35%	142	70.65%	87	43.28%	21	10.45%	34	16.92%
JSCC	261	89	34.10%	172	65.90%	102	39.08%	16	6.13%	54	20.69%
MSCC	303	116	38.28%	187	61.72%	122	40.26%	24	7.92%	41	13.53%
NSTCC	278	83	29.86%	195	70.14%	148	53.24%	4	1.44%	43	15.47%
NSTI	149	31	20.81%	118	79.19%	60	40.27%	3	2.01%	55	36.91%
PSTCC	490	176	35.92%	314	64.08%	211	43.06%	26	5.31%	77	15.71%
RSCC	372	151	40.59%	221	59.41%	148	39.78%	28	7.53%	45	12.10%
SSCC	345	51	14.78%	294	85.22%	90	26.09%	42	12.17%	162	46.96%
STIM	410	91	22.20%	319	77.80%	130	31.71%	64	15.61%	125	30.49%
VSCC	431	172	39.91%	259	60.09%	154	35.73%	18	4.18%	87	20.19%
WSCC	424	146	34.43%	278	65.57%	114	26.89%	35	8.25%	129	30.42%
Two-Year Totals	4,732	1,565	33.07%	3,167	66.93%	1,766	37.32%	323	6.83%	1,078	22.78%
Grand Totals											
	14,304	8,534	59.66%	5,770	40.34%	3,812	26.65%	510	3.57%	1,448	10.12%

Appendix O

Appendix P

Licensure Scores in Public Universities

Institution	Test	1993	Number	1994	Number	1995	Number
APSU	Nursing (BSN)	97.8%	44	96.1%	51	97.2%	71
ETSU	Nursing (AD)	93.5%	62	90.4%	73	86.4%	66
	Nursing (BSN)	94.8%	96	92.5%	107	87.2%	133
	Medical (Step I)	83.0%	60	73.8%	65	86.7%	60
	Medical (Step II)	89.0%	47	85.5%	62	80.8%	52
MTSU	Medical Technology	100.0%	3	100.0%	5	100.0%	6
	Nursing	90.9%	66	90.9%	88	90.4%	73
TSU	Engineering	16.0%	81	19.4%	36	15.9%	69
	Nursing (AD)	86.7%	175	88.5%	130	84.1%	151
	Nursing (BSN)	80.0%	10	90.0%	23	83.3%	54
	Dental Hygiene	88.9%	18	100.0%	17	96.6%	29
	Medical Technology	50.0%	10	50.0%	4	83.0%	6
TTU	Engineering	66.1%	251	74.8%	250	76.5%	251
	Nursing (BSN)	90.2%	41	82.5%	40	93.0%	43
UM	Engineering	38.8%	103	75.9%	58	84.9%	53
	Law	94.0%	84	87.2%	86	81.3%	107
UTC	Engineering	57.1%	56	46.8%	62	62.8%	86
	Nursing (BSN)	92.9%	42	96.9%	33	90.7%	97
	Physical Therapy	100.0%	24	100.0%	24	100.0%	30
UTK	Engineering	68.4%	152	65.5%	177	70.2%	151
	Nursing (BSN)	93.7%	88	90.0%	101	89.7%	97
	Architecture	29.7%	37	31.8%	22	32.0%	47
	Law	80.5%	123	89.0%	129	87.7%	131
	Veterinary Medicine	94.0%	50	96.4%	55	96.4%	56
UTM	Nursing (BSN)	--	--	93.8%	32	100.0%	32
UTMHC	Nursing (BSN)	97.0%	62	91.4%	58	96.0%	47
	Dentistry	87.4%	62	93.1%	62	95.4%	77
	Pharmacy	100.0%	72	100.0%	74	100.0%	65
	Medical (Step I)	91.6%	154	91.1%	157	94.1%	153
	Medical (Step II)	89.1%	137	94.3%	141	97.0%	151
	Medical (Step III)	--	--	91.0%	153	97.1%	138
	Dental Hygiene	100.0%	20	100.0%	30	97.0%	30
	Medical Technology	91.0%	21	94.0%	17	86.0%	22
	Physical Therapy	100.0%	56	100.0%	153	98.3%	59

Appendix Q

Accredited Programs in Tennessee's Public Universities

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs).

The right column is the number which are accredited.

Discipline/Area	APSU		ETSU		MTSU		TSU		TTU		UM		UTC		UTK		UTM		UTMHSC		All	
Allied Health	1	1	3	3			5	5					1	1	1	1			6	5	17	16
Biological Sciences			2	2																	2	2
Medicine			1	1															1	1	2	2
Architecture															1	1					1	1
Art & Design	1	1	2	2	1	0	1	1	1	0	4	4	1	1	4	4					15	13
Business	1	0	6	6	11	11	5	5	6	6	14	14	3	3	11	11	7	7			64	63
Chemistry	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1			9	8
Public Health & Health Administration			2	0											1	1					3	1
Parks & Recreation					2	2	2	0													4	2
Dentistry			2	2			1	1											3	3	6	6
Engineering & Technology			2	1	1	1	4	4	7	7	8	8	1	1	10	10	3	3			36	35
Forestry															1	1					1	1
Home Economics			2	2	3	3	1	1	1	0	1	1	1	1	4	4	1	1			14	13
Interior Design					1	0									1	1					2	1
Journalism/Mass Communications			1	1	1	1					2	2			4	4	1	0*			9	8
Law											1	1			1	1					2	2
Library (Information) Science															1	1					1	1
Music	2	2	1	1	2	2	2	2	1	1	5	5	2	2	2	2	2	2			19	19
Nursing	1	1	3	3	1	1	2	2	1	1	1	1	2	2	2	2	1	1	2	2	16	16
Pharmacy																			1	1	1	1
Psychology											3	3			1	1					4	4
Rehabilitation Counseling															1	1					1	1
Social Work	1	1	1	1	1	1	1	1			1	1	1	1	2	2	1	1			9	9
Speech/Language/Hearing											1	1			2	2					3	3
Teacher Education	11	11	12	0	22	21	12	0	12	12	11	11	9	9	27	27	18	18			134	109
Veterinary Medicine															1	1					1	1
Public Affairs & Administration							1	1			1	1			1	1					3	3
Totals	19	18	41	26	47	44	38	23	30	28	54	54	22	22	80	80	35	34	13	12	379	341

* Full accreditation pending.

Appendix R

Accredited Programs in Tennessee's Public Two-Year Institutions

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs).

The right column is the number which are accredited.

Discipline/Area	CSTCC		CLSCC		COSCC		DSCC		JSCC		MSCC		NSTCC		NSTI		PSTCC		RSCC		SSCC		STIM		VSCC		WSCC		All	
Allied Health	5	5	1	1	3	3			5	5			1	1	1	1			9	9	4	4			6	6	2	2	37	37
Dietetics																					1	1							1	1
Drafting & Dsgn																	1	1											1	1
Engineer. Tech.	2	2											2	2	8	8	4	4					9	9			1	1	26	26
Legal Education			1	1													1	1					1	1					3	3
Nursing	1	1	1	1	1	1	1	1	1	1	1	1							1	1	1	1					1	1	9	9
Vet. Science					1	1																							1	1
Totals	8	8	3	3	5	5	1	1	6	6	1	1	3	3	9	9	6	6	10	10	6	6	10	10	6	6	4	4	78	78

Appendix S

Job Placement Rates at Public Two-Year Institutions and Technology Centers

Institution	Graduates	Percent Placed
CSTCC	423	83%
CLSCC	167	96%
COSCC	217	99%
DSCC	100	91%
JSCC	182	90%
MSCC	94	94%
NSTCC	239	87%
NSTI	289	87%
PSTCC	278	91%
RSCC	383	94%
SSCC	267	91%
STIM	571	98%
VSCC	145	93%
WSCC	340	93%
Totals	3,695	92%

Institution	Graduates	Percent Placed
Athens	104	91%
Chattanooga	280	94%
Covington	114	97%
Crossville	126	95%
Crump	132	90%
Dickson	144	94%
Elizabethton	156	96%
Harriman	96	90%
Hartsville	53	92%
Hohenwald	109	91%
Jacksboro	118	91%
Jackson	241	94%
Knoxville	419	86%
Livingston	159	95%
McKenzie	83	81%
McMinnville	120	92%
Memphis	579	97%
Morristown	367	96%
Murfreesboro	26	88%
Nashville	319	97%
Newbern	87	99%
Oneida	68	82%
Paris	118	93%
Pulaski	88	93%
Ripley	35	100%
Shelbyville	182	97%
Whiteville	79	86%
Totals	4,402	93%

Appendix T

Enrolled Student Survey Results

Institution	1995 Sample Size	1995 Response Rate	Category																	
			Satisfaction			Involvement			Personal Development			Learning			Major (Instruct & Advise)			Major (Curriculum)		
			1993	1995	% Chang e	1993	1995	% Chang e	1993	1995	% Change	1993	1995	% Change	1993	1995	% Chang e	1993	1995	% Chang e
Universities:																				
APSU	1,416	100.0%	16.7	16.7	0.0%	28.5	29.5	3.6%	20.6	21.1	2.5%	25.7	26.2	1.7%	20.3	20.2	-0.5%	24.9	25.3	1.5%
ETSU	2,407	100.0%	16.1	16.3	1.2%	28.4	29.2	3.1%	20.5	21.1	2.9%	24.5	25.3	3.3%	19.7	20.3	2.9%	24.1	24.8	2.7%
MTSU	1,527	100.0%	16.7	17.9	7.7%	28.9	30.5	5.3%	20.9	22.4	7.6%	25.3	27.2	7.6%	19.1	21.1	10.6%	24.3	27.0	11.1%
TSU	938	100.0%	17.0	17.3	2.1%	28.6	29.5	3.0%	21.1	22.2	5.1%	26.0	27.2	4.9%	18.6	20.1	7.6%	24.3	26.1	7.2%
TTU	2,476	100.0%	17.6	18.2	3.4%	29.0	30.7	5.6%	22.2	23.0	3.3%	26.7	27.5	3.0%	21.0	22.0	4.9%	26.6	27.4	2.9%
UM	1,872	100.0%	15.9	16.1	0.9%	28.3	28.9	2.2%	20.3	20.6	1.5%	25.8	25.8	0.3%	18.8	20.1	6.9%	23.2	23.5	1.4%
UTC	991	99.8%	16.4	16.8	2.5%	29.4	30.0	1.9%	21.2	21.7	2.3%	25.7	26.5	2.8%	20.7	21.7	4.6%	25.0	26.0	3.9%
UTK	1,934	58.4%	16.8	16.8	0.3%	29.2	28.8	-1.3%	21.3	21.1	-0.9%	25.9	25.5	-1.4%	20.2	19.9	-1.5%	24.6	23.7	-3.5%
UTM	1,352	100.0%	17.6	17.7	0.2%	28.2	29.0	2.6%	21.6	21.7	0.6%	26.0	26.3	1.0%	21.4	21.2	-0.8%	26.0	25.9	-0.4%
Univ. Norm			16.7	17.1	2.4%	28.7	29.7	3.3%	21.1	21.7	3.0%	25.7	26.4	2.9%	20.1	20.8	3.9%	24.9	25.6	3.1%
Two Year:																				
CSTCC	1,208	100.0%	11.7	18.2	54.7%	19.8	29.1	47.5%	13.4	22.1	65.5%	15.5	27.7	78.6%	15.2	20.8	37.2%	18.9	26.7	41.3%
CLSCC	644	100.0%	17.3	17.8	3.0%	28.5	29.8	4.4%	21.2	22.6	6.3%	26.4	27.4	3.4%	19.5	21.3	9.3%	24.8	27.8	12.3%
COSCC	188	100.0%	16.7	17.7	5.9%	28.2	29.9	6.3%	20.9	22.4	7.2%	26.5	27.4	3.4%	19.6	21.1	7.7%	23.3	27.5	18.1%
DSCC	733	100.0%	18.3	17.8	-2.4%	27.5	27.6	0.3%	22.0	21.5	-2.2%	27.6	26.6	-3.3%	20.7	20.5	-1.1%	26.1	25.3	-3.1%
JSCC	726	100.0%	17.0	17.8	4.6%	27.3	29.2	7.2%	20.7	21.8	5.4%	26.0	27.2	4.5%	19.1	21.2	10.9%	25.0	26.8	7.4%
MSCC	823	100.0%	19.1	18.6	-2.8%	30.6	29.8	-2.4%	22.4	21.6	-3.8%	28.3	27.8	-1.9%	21.1	20.6	-2.4%	25.6	26.2	2.3%
NSTCC	563	100.0%	18.8	18.8	0.5%	28.2	28.5	1.0%	21.9	21.9	0.0%	27.0	27.6	2.0%	21.5	21.9	1.9%	26.3	26.7	1.3%
NSTI	504	100.0%	17.4	17.7	2.0%	28.4	29.2	2.9%	21.9	21.9	0.0%	26.1	26.3	0.7%	20.4	20.6	0.9%	26.5	26.0	-1.8%
PSTCC	1,418	100.0%	17.6	17.3	-2.2%	28.3	29.3	3.5%	21.1	20.8	-1.2%	26.0	26.3	1.1%	20.2	20.0	-0.8%	24.7	24.7	0.1%
RSCC	613	100.0%	18.4	18.0	-2.1%	27.8	28.5	2.6%	21.2	21.6	1.7%	27.4	27.5	0.4%	18.8	18.0	-3.9%	23.8	24.1	0.9%
SSCC	602	100.0%	16.5	16.7	0.7%	27.5	27.8	1.1%	21.2	15.2	-28.3%	26.0	21.3	-18.0%	18.0	18.2	1.0%	25.9	23.5	-9.3%
STIM	422	100.0%	17.9	17.8	-0.6%	26.8	27.0	0.7%	21.5	21.3	-1.3%	26.2	26.4	0.5%	20.5	20.1	-1.8%	25.3	25.4	0.1%
VSCC	920	100.0%	17.4	18.2	4.7%	28.4	29.2	3.0%	20.6	21.5	4.4%	26.1	27.1	3.9%	19.1	19.8	4.0%	24.3	24.8	2.0%
WSCC	1,407	100.0%	18.3	18.9	3.5%	28.3	29.7	4.8%	21.8	22.8	4.6%	26.7	28.3	6.0%	20.7	21.1	1.9%	26.4	27.1	2.5%

Appendix T

Two Yr. Norm	17.4	18.0	3.4%	27.6	29.0	5.2%	21.0	21.5	2.6%	25.9	27.0	4.1%	19.7	20.4	3.8%	25.0	25.9	3.9%
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Appendix U

Key Financial Ratios - Independent Colleges & Universities

Fiscal Year	Reported Total Current Fund Revenues	Tuition and Fees Revenues	Private Gifts, Grants and Contracts	Reported Current Expenditures	Adjusted Total E&G Expenditures	Reported Total E&G Expenditures	Total Instructional Expenditures	Net Revenue Ratio	Tuition & Fees Ratio	Gifts & Grants Ratio	Instruc. Cost Ratio
1986-87	\$751,581,000	\$198,209,000	\$76,820,000	\$740,701,000	\$447,091,000	\$465,776,000	\$138,368,000	1.45%	44.33%	17.18%	30.95%
1987-88	\$840,017,000	\$224,852,000	\$77,456,000	\$840,183,000	\$500,243,000	\$532,268,000	\$148,235,000	-0.02%	44.95%	15.48%	29.63%
1988-89	\$944,232,000	\$252,037,000	\$82,222,000	\$923,517,577	\$555,432,000	\$599,387,000	\$159,592,000	2.19%	45.38%	14.80%	28.73%
1989-90	\$1,033,721,000	\$279,918,000	\$83,236,000	\$1,032,213,000	\$614,992,000	\$663,913,000	\$203,601,833	0.15%	45.52%	13.53%	33.11%
1990-91	\$1,135,906,000	\$308,841,000	\$88,655,000	\$1,115,622,000	\$668,973,000	\$711,983,000	\$220,074,000	1.79%	46.17%	13.25%	32.90%
1991-92	\$1,253,751,665	\$339,944,054	\$98,430,454	\$1,230,636,134	\$747,181,914	\$798,660,589	\$250,861,413	1.84%	45.50%	13.17%	33.57%
1992-93	\$1,306,051,202	\$366,076,199	\$101,200,531	\$1,292,123,350	\$790,065,912	\$798,660,589	\$250,861,413	1.07%	46.33%	12.81%	31.75%
1993-94	\$1,364,971,447	\$394,506,224	\$100,846,452	\$1,367,993,629	\$836,856,815	\$902,760,775	\$273,232,111	-0.22%	47.14%	12.05%	32.65%
1994-95	\$1,438,038,212	\$427,967,742	\$110,865,136	\$1,427,058,586	\$886,734,412	\$935,593,656	\$295,598,790	0.76%	48.26%	12.50%	33.34%

Appendix V

Declared Enrollment Capacity Data for Independent Colleges & Universities

Institution	Total Headcount	Total FTE	FTE Faculty	Instructional Space (Sq.Ft.)	Ratio of FTE/Faculty	Ratio of Space/FTE	Declared Capacity	Ratio of Capacity/Faculty	Ratio of Space/Capacity	Residence Occupancy	Residence Capacity
Aquinas College	408	286	19	Not Reported	15.05	--	500	26.32	--	--	--
Belmont University	3,009	2,506	234	Not Reported	10.71	--	2,600	11.11	--	857	882
Bethel College	549	479	39	34,130	12.28	71.25	600	15.38	56.88	296	300
Bryan College	481	493	40	87,200	12.33	176.88	600	15.00	145.33	381	600
Carson-Newman College	2,207	2,055	148	220,000	13.89	107.06	2,200	14.86	100.00	1,109	1,345
Christian Brothers University	1,800	1,363	103	135,000	13.23	99.05	2,050	19.90	65.85	484	511
Crichton College	555	420	29	17,300	14.48	41.19	465	16.03	37.20	20	26
Cumberland University	1,040	869	72	30,000	12.07	34.52	940	13.06	31.91	200	250
David Lipscomb University	2,505	2,297	132	364,000	17.40	158.47	2,900	21.97	125.52	1,303	1,558
Fisk University	879	919	68	Not Reported	13.51	--	1,100	16.18	--	531	800
Freed-Hardeman University	1,505	1,427	75	64,202	19.03	44.99	1,600	21.33	40.13	924	1,156
Hiwassee College	479	411	26	29,440	15.81	71.63	700	26.92	42.06	192	420
John A. Gupton College	79	63	7	4,200	9.00	66.67	75	10.71	56.00	10	26
Johnson Bible College	445	400	23	31,212	17.39	78.03	500	21.74	62.42	342	500
King College	589	565	44	70,000	12.84	123.89	650	14.77	107.69	430	510
Knoxville College	461	443	60	95,000	7.38	214.45	1,200	20.00	79.17	593	930
Lambuth University	1,227	986	65	Not Reported	15.17	--	1,000	15.38	--	527	560
Lane College	664	660	42	188,839	15.71	286.12	1,000	23.81	188.84	382	650
Lee College	2,492	2,396	83	584,190	28.87	243.82	2,400	28.92	243.41	1,135	1,184
LeMoyne-Owen College	1,284	1,150	57	Not Reported	20.18	--	1,300	22.81	--	100	150
Lincoln Memorial University	2,000	1,368	83	208,107	16.48	152.13	1,400	16.87	148.65	473	450
Martin Methodist College	498	366	37	47,000	9.89	128.42	650	17.57	72.31	136	362
Maryville College	885	798	61	40,977	13.08	51.35	850	13.93	48.21	550	654
Meharry Medical College	867	836	242	Not Reported	3.45	--	850	3.51	--	214	214
Memphis College of Art	253	233	29	57,707	8.03	247.67	400	13.79	144.27	26	26
Milligan College	866	906	72	81,038	12.58	89.45	945	13.13	85.75	543	564
Rhodes College	1,441	1,375	117	375,000	11.75	272.73	1,450	12.39	258.62	1,107	1,100
Southern College of Optometry	459	459	42	35,668	10.93	77.71	480	11.43	74.31	--	--
Southern College of SDA	1,591	1,375	104	359,645	13.22	261.56	1,850	17.79	194.40	1,065	1,163
Tennessee Wesleyan College	633	497	35	55,500	14.20	111.67	720	20.57	77.08	160	336
Trevecca Nazarene University	1,537	1,150	75	158,922	15.33	138.19	1,300	17.33	122.25	485	581
Tusculum College	1,508	1,463	75	102,500	19.51	70.06	1,200	16.00	85.42	282	381
Union University	2,005	1,817	121	47,622	15.02	26.21	1,900	15.70	25.06	989	1,072
University of the South	1,322	1,405	123	374,000	11.42	266.19	1,405	11.42	266.19	1,250	1,300
Vanderbilt University	10,074	9,705	1,800	Not Reported	5.39	--	9,705	5.39	--	4,625	4,625
Totals (and averages)	48,597	43,941	4,382	3,898,399	10.03	88.72	49,485	11.29	78.78	21,721	25,186